

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map

'Love, Learn & Grow Together'

Subject:
PSHE



Subject Intent:

To develop pupils' cultural capital by giving pupils the information they require to gain a knowledge of the wider world.

To develop pupils awe and wonder experiences.

To ensure all pupils have the skills and understanding to work as part of a team.

Our children will learn about the multicultural world in which we live.

We will learn to accept, respect and celebrate our differences.

Pupils will learn all about their local and wider community in order to help make a change to the world in preparation for later life.

Pupils will have a good understanding of British values and what it means to be British.

All pupils will be taught and progressed

Aspirations of future careers.

To have a good understanding of positive relationships (including RSE).

Children will have an understanding of different families.

Children will have a good understanding of how to keep themselves healthy both physically and mentally.

Key Concept	Overview	EYFS	Key Stage 1	Lower Key Stage 2	Key Stage 2
Me and my relationships Year A	Topic	What is a relationship? Who is my family?	Making relationships	Healthy relationships	Types of families
	Objectives NC	Shows interest in the lives of people who are familiar to them. - R Build constructive and respectful relationships - R	how to be a good friend, e.g. kindness, listening, honesty about different ways that people meet and make friends strategies for positive play with friends, e.g. joining in, including others, etc. about what causes arguments between friends how to positively resolve arguments between friends	about the features of positive healthy friendships such as mutual respect, trust and sharing interests strategies to build positive friendships how to seek support with relationships if they feel lonely or excluded how to communicate respectfully with friends when using digital devices how knowing someone online differs from knowing someone face to face and that there are risks in	what makes a healthy friendship and how they make people feel included strategies to help someone feel included about peer influence and how it can make people feel or behave the impact of the need for peer approval in different situations, including online

		<p>Identify and moderate their own feelings socially and emotionally. - R</p> <p>Think about the perspectives of others - R</p> <p>Form positive attachments to friendships with peers. - ELG</p> <p>Work and play cooperatively and take turns with others. ELG</p> <p>Talk about members of their immediate family and community - R</p>	<p>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p>how to recognise hurtful behaviour, including online</p> <p>what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>about what bullying is and different types of bullying</p> <p>how someone may feel if they are being bullied</p>	<p>communicating with someone they don't know</p> <p>what to do or whom to tell if they are worried about any contact online</p> <p>when it is right to keep or break a confidence or share a secret</p> <p>how to recognise risks online such as harmful content or contact</p> <p>how people may behave differently online including pretending to be someone they are not</p> <p>how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</p>	<p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p>that it is common for friendships to experience challenges</p> <p>strategies to positively resolve disputes and reconcile differences in friendships</p> <p>that friendships can change over time and the benefits of having new and different types of friends</p> <p>how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</p> <p>when and how to seek support in relation to friendships</p> <p>that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p> <p>whom to tell if they are concerned about unwanted physical contact</p>
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	Knowledge	<ul style="list-style-type: none"> - They can identify their friends - They can identify their family - They can develop and maintain friendships 	<ul style="list-style-type: none"> - They will realise every action has a consequence both positive and negative. - They will know the difference between kind and unkind acts. - They can describe a friend. - They will know how to respond, who to tell and what to say. 	<p>They will know how to and when to share a secret.</p> <p>They will understand good and bad secrets.</p> <p>They will know how and when to report a concern.</p> <p>To identify a healthy relationships.</p>	<p>To know common friendships challenges are okay.</p> <p>To know always to resolve situations.</p> <p>To know benefits of different types of friendships.</p> <p>To identify friendships and when to seek support.</p>			
	Vocabulary	<p>Friend</p> <p>Family</p> <p>Play</p> <p>Share</p> <p>Support</p> <p>trust</p>	<p>Friend</p> <p>Relationship</p> <p>Boy/Male</p> <p>Girl/female</p> <p>Respect</p> <p>Difference</p> <p>Safe</p> <p>O/Off line</p>	<p>Teasing</p> <p>Change</p> <p>Worry</p> <p>Right</p> <p>Bullying</p> <p>Healthy</p>	<p>Positive friendships</p> <p>Trusted</p> <p>Network</p> <p>Mutual</p>	<p>Respect</p> <p>Communicate</p> <p>Secret</p> <p>appropriate</p>	<p>Physical contact</p> <p>Reconcile</p> <p>Dispute</p> <p>Resolve</p>	<p>Assertive</p>
Me and my relationships Year B	Topic	<p>What is a relationship? X 3</p> <p>Who is my family? X 3</p>	<p>Roles of people in a family</p>	<p>Features of a family</p>	<p>Types of families</p>			
	Objectives NC	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Build constructive and respectful relationships</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p>the role these different people play in children's lives and how they care for them</p> <p>what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p>about the importance of telling someone – and how to tel</p>	<p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together</p> <p>and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving</p>	<p>what it means to be attracted to someone and different kinds of loving relationships</p> <p>that people who love each other can be of any gender, ethnicity or faith</p> <p>the difference between gender identity and sexual orientation</p> <p>and everyone's right to be loved</p> <p>about the qualities of healthy relationships that help individuals flourish</p>			

		<ul style="list-style-type: none"> • Think about the perspectives of others • Form positive attachments to friendships with peers. • Work and play cooperatively and take turns with others. • Talk about members of their immediate family and community • Name and describe people who are familiar to them. • Form positive attachments to adults • Build constructive and respectful relationships • 	<p>them — if they are worried about something in their family about situations when someone's body or feelings might be hurt and whom to go to for help about what it means to keep something private, including parts of the body that are private</p>	<p>encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p>	<p>ways in which couples show their love and commitment to one another, including those who are not married or who live apart what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults that people have the right to choose whom they marry or whether to get married that to force anyone into marriage is illegal how and where to report forced marriage or ask for help if they are worried to compare the features of a healthy and unhealthy friendship about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong strategies to respond to pressure from friends including online how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable</p>
Milestones					

	Knowledge	<ul style="list-style-type: none"> - They can identify their friends - They can identify their family - They can develop and maintain friendships 	<p>To identify special people</p> <p>To identify key people who help me and how.</p> <p>To identify groups and how they feel being part of a group.</p> <p>They will know a world of different families and know this is ok</p>		<p>To be able to explain about same sex relationships</p> <p>To identify properties of a family I.e love, respect</p> <p>To name 5 people/places they can go to if they are concerned.</p>		<p>To articulate different relationship make ups.</p> <p>To know the rules of marriage.</p> <p>To identify 5 people/places to go to in order to share a concern.</p>	
	Vocabulary	<p>Friend</p> <p>Family</p> <p>Play</p> <p>Share</p> <p>Support</p> <p>trust</p>	<p>Siblings</p> <p>Relatives</p> <p>Role</p> <p>Single</p> <p>Parents</p>	<p>Private</p> <p>Families</p> <p>Privacy</p>	<p>Blended</p> <p>Personal</p> <p>Boundaries</p> <p>Privacy</p>	<p>Legal</p> <p>Stability</p> <p>Foster</p> <p>Adoptive</p> <p>Social</p>	<p>Pressure</p> <p>Declaration</p> <p>Gender</p>	<p>Sexual</p> <p>orientation</p> <p>Discrimination</p> <p>Forced</p> <p>Commitment</p>
Respecting myself and others Year A	Topic	What is respect and how can I show it?	How can I show respect?		Recognising respecting others		Respecting my body and others	
	Objectives NC	<p>See themselves as a valuable individual - R</p> <p>Express their feelings and consider the feelings of others R</p> <p>Further develop the skills they need to manage the school day successfully, lining up, queueing and mealtimes. R</p>	<p>to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p>how to respond if being touched makes them feel uncomfortable or unsafe</p> <p>when it is important to ask for permission to touch others</p> <p>how to ask for and give/not give permission</p> <p>what kind and unkind behaviour mean in and out school</p> <p>how kind and unkind behaviour can make people feel about what respect means</p>		<p>that bullying and hurtful behaviour is unacceptable in any situation about the effects and consequences of bullying for the people involved about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p>		<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <p>how to ask for, give and not give permission for physical contact</p> <p>how it feels in a person's mind and body when they are uncomfortable</p> <p>that it is never someone's fault if they have experienced unacceptable contact</p> <p>how to respond to unwanted or unacceptable physical contact to recognise that everyone should be treated equally</p>	

		<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG</p> <p>Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. ELG</p> <p>Show sensitively to their own and to other's needs. ELG</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. R</p> <p>Recognise some similarities and differences between</p>	<p>about class rules, being polite to others, sharing and taking turns</p>	<p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p>to identify online bullying and discrimination of groups or individuals e.g. trolling and Harassment</p> <p>To explain the difference in having a joke with friends and how this can impact in a negative way.</p>
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life in this country and life in other countries R

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

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and appropriate maps. ELG

	Knowledge	To know they are special To understand how to take turns To know that everyone is different. To celebrate difference	To know what makes them feel comfortable and uncomfortable To create class rules To know who and how to contact childline.	To define bullying. To share 1 example of respect at school and 1 examples of respect at home. To know the 9 protected characteristics. To explain the difference in having a joke with friends and how this can impact in a negative way.	To know when someone touches them inappropriately who to speak to. To know the 9 protected characteristics. To define consent.			
	Vocabulary	Respect Sharing Same Different Feelings special	Unsafe Sharing Kind Behaviour Private	uncomfortable	Include Value Differences Sensitive Risk	Hurtful Aspiration Bullying Respectful Protected characteristics	Homophobia Transphobia Biphobia Trolling Harassment Discrimination	Respectfully Equality Unacceptable tradition
Respecting myself and others Year B	Topic	What is respect and how can I show it?	Recognising respect	Respecting similarities and differences	Expressing and Respecting points of view			
	Objectives NC	See themselves as a valuable individual Express their feelings and consider the feelings of others Further develop the skills they need to manage the school day successfully,	about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help how to resist pressure to do something that feels uncomfortable or unsafe how to ask for help if they feel unsafe or worried and what vocabulary to use about the	to differentiate between playful teasing, hurtful behaviour and bullying, including online how to respond if they witness or experience hurtful behaviour or bullying, including online recognise the difference between 'playful dares' and dares which put someone	how to assess the risk of different online 'challenges' and 'dares' how to get advice and report concerns about personal safety, including online what consent means and how to seek and give/not give permission in different situations about the link between values and behaviour			

		<p>lining up, queueing and mealtimes.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Give focused attention to what the teacher says responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.</p> <p>Show sensitively to their own and to other's needs.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>things they have in common with their friends, classmates, and other people</p> <p>how friends can have both similarities and differences</p> <p>how to play and work cooperatively in different groups and situations</p> <p>how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p>under pressure, at risk, or make them feel uncomfortable</p> <p>how to manage pressures associated with dares</p> <p>to recognise differences between people such as gender, race, faith</p> <p>to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>about the importance of respecting the differences and similarities between people</p> <p>a vocabulary to sensitively discuss difference and include everyone</p>	<p>and how to be a positive role model</p> <p>how to discuss issues respectfully</p> <p>how to listen to and respect other points of view</p> <p>how to constructively challenge points of view they disagree with</p> <p>ways to participate effectively in discussions online and manage conflict or disagreements</p>
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		<p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and appropriate maps.</p>			
	Knowledge				
		<p>To know they are special</p> <p>To understand how to take turns</p> <p>To know that everyone is different.</p>	<p>To explain what a secret is.</p> <p>To show what is unsafe in their everyday life.</p> <p>To identify different groups.</p>	<p>To identify bullying behaviour.</p> <p>To explain why we celebrate the protected characteristics.</p> <p>To give examples of bullying.</p>	<p>To understand why you need consent.</p> <p>To know about internet 'games' which are dangerous.</p>

		To celebrate difference	To learn how to say no to pressure.		To understand peer pressure with examples.		To identify a positive role model.	
	Vocabulary	Respect Same Different Feelings special	Surprises Pressure Secrets Unsafe Secrets	Discussions Resist Pressure Similarities Uncomfortable	Include Value Aspirations risk	Pressure Bullying Differences	Permission Challenges Risk assessment	Conflict Challenge Consent Role model
Me and my future Year A EYFS topic combined	Topic	What I need to know and what I want to be?	Why we need rules?		Rights & Responsibilities		Accountability in society	
	Objectives NC	<p>Me and my future:</p> <p>Explain the reasons for rules ELG</p> <p>Know right from wrong and try to behave accordingly. ELG</p> <p>Money and jobs:</p> <p>Show resilience and perseverance in the face of a challenge. R</p> <p>Set and work towards simple goals ELG</p> <p>Being able to wait for what they want and control their immediate impulses when appropriate ELG</p>	<p>about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p>that different people have different needs</p> <p>how we care for people, animals and other living things in different ways</p> <p>how they can look after the environment, e.g. recycling</p> <p>that everyone has different strengths, in and out of school</p> <p>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p>about different rights and responsibilities that they have in school and the wider community</p>		<p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and</p> <p>the responsibility to learn the meaning and benefits of living in a community</p> <p>to recognise that they belong to different communities as well as the school community</p>		<p>about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>the importance of protecting the environment and how everyday actions can either support or damage it</p> <p>how to show compassion for the environment, animals and other living things</p> <p>about the way that money is spent and how it affects the environment</p> <p>to express their own opinions about their responsibility towards the environment</p> <p>what prejudice means</p> <p>to differentiate between prejudice and discrimination</p> <p>how to recognise acts of discrimination</p>	

		<p>People, culture and communities</p> <p>Show an interest in different occupations</p>	<p>about how a community can help people from different groups to feel included</p> <p>to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p>about the different groups that make up and contribute to a community</p> <p>about the individuals and groups that help the local community, including through volunteering and work</p> <p>how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p>strategies to safely respond to and challenge discrimination</p> <p>how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p>how stereotypes are perpetuated and how to challenge this</p>
	Knowledge	<p>To follow the class rules</p> <p>To know what is the right thing to do</p> <p>To take turns playing with my toys.</p> <p>To set a challenge for myself.</p>	<ul style="list-style-type: none"> - To name 5 ways in which they can care for the environment. - To name and describe rules that they have to follow in school, in public and at home. - To recognise and name different groups in our community. 	<p>Understand what a community is and be able to define the term.</p> <p>They can belong to a range of communities.</p> <p>Identify that individuals and groups help the community and explain how they help.</p> <p>To be able to articulate three UN rights.</p> <p>To describe the meaning of the 3 R's</p>	<p>To list 3 ways they can improve their environment.</p> <p>To learn how much money is spent by the government and how that impacts their environment.</p> <p>To know what prejudice and discrimination is.</p> <p>To demonstrate knowledge of how we can save water.</p> <p>To describe the meaning of the 3 R's</p>
	Vocabulary	<p>Rules</p> <p>Money</p> <p>Jobs</p> <p>Right</p> <p>Wrong</p> <p>challenge</p>	<p>Community, included, equal rights, strengths, care for, responsibilities, environment, rules, needs.</p>	<p>Laws, society, rights, contribute, consequence, volunteering, compassion, shared responsibility, citizen.</p>	<p>Resources, compassion, prejudice, discrimination, stereotypes, influence, attitude, pinions, strategies, environment.</p>
Money and Jobs	Topic	<p>What I need to know and what I want to be?</p>	<p>What is Money and its use?</p>	<p>Making money</p>	<p>Influences surrounding money</p>

<p>Year B – EYFS combined topic</p>	<p>Objectives NC</p>	<p>Me and my future:</p> <p>Explain the reasons for rules</p> <p>Know right from wrong and try to behave accordingly.</p> <p>Money and jobs:</p> <p>Show resilience and perseverance in the face of a challenge.</p> <p>Set and work towards simple goals</p> <p>Being able to wait for what they want and control their immediate impulses when appropriate</p> <p>People, culture and communities</p> <p>Show an interest in different occupations</p> <p>i</p>	<p>about how different strengths and interests are needed to do different jobs</p> <p>about people whose job it is to help us in the community</p> <p>about different jobs and the work people do</p> <p>about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p>how money can be kept and looked after</p> <p>about getting, keeping and spending money</p> <p>that people are paid money for the job they do</p> <p>how to recognise the difference between needs and wants</p> <p>how people make choices about spending money, including thinking about needs and wants</p>	<p>how people make different spending decisions based on their budget, values and needs</p> <p>how to keep track of money and why it is important to know how much is being spent</p> <p>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p> <p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common myths and gender stereotypes related to work</p> <p>to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>to recognise their interests, skills and achievements and how these might link to future jobs</p>	<p>about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p>about value for money and how to judge if something is value for money</p> <p>how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p>how having or not having money can impact on a person's emotions, health and wellbeing</p> <p>about common risks associated with money, including debt, fraud and gambling</p> <p>how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</p> <p>how to get help if they are concerned about gambling or other financial risks</p> <p>to identify jobs that they might like to do in the future</p> <p>about the role ambition can play in achieving a future career</p> <p>how or why someone might choose a certain career</p>
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				how to set goals that they would like to achieve this year e.g. learn a new hobby	about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values the importance of diversity and inclusion to promote people's career opportunities about stereotyping in the workplace, its impact and how to challenge it that there is a variety of routes into work e.g. college, apprenticeships, university, training
Knowledge	<p>To follow the class rules</p> <p>To know what is the right thing to do</p> <p>To take turns playing with my toys.</p> <p>To set a challenge for myself.</p>	<p>To understand what money is and how it can be used to pay for things.</p> <p>To be able to name a range of jobs and to understand how these impact the community.</p> <p>To understand how to keep money safe and how to spend it responsibly.</p>	<p>To know 5 methods of paying for things.</p> <p>To learn about charity work.</p> <p>To understand job sectors.</p> <p>To know how to budget.</p>	<p>To know jobs they can do in the future and what they need to achieve them.</p> <p>To identify stereotypes in the workplace.</p> <p>To identify 1 university.</p> <p>To explain the impact of money.</p>	
Vocabulary	<p>Rules</p> <p>Money</p> <p>Jobs</p> <p>Right</p> <p>Wrong</p> <p>challenge</p>	<p>Jobs, community, coins, notes, debit cards, needs, wants, pay, money, spending.</p>	<p>Budget, values, needs, e-payment, charities, stereo, STEM, skills, interests, achievements.</p>	<p>Apprenticeships, university, stereotyping, inclusion, diversity, career opportunities, working conditions, fair pay, financial risk, debt.</p>	

My healthy lifestyle Year A	Topic	How can I stay healthy?	Keeping my body healthy	Healthy choices and habits	Physical and Mental health care
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Objectives NC	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Managing their own needs and personal hygiene (R).</p> <p>Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. (ELG).</p> <p>Be increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R).</p>	<p>what it means to be healthy and why it is important ways to take care of themselves on a daily basis about basic hygiene routines, e.g. hand washing about healthy and unhealthy foods, including sugar intake about physical activity and how it keeps people healthy about different types of play, including balancing indoor, outdoor and screen-based play about people who can help them to stay healthy, such as parents, doctors, nurses, dentists ,lunch supervisors how to keep safe in the sun Realise the importance of exercise on their physical and mental wellbeing.</p>	<p>about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful.</p>	<p>that mental health is just as important as physical health and that both need looking after to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support how negative experiences such as being bullied or feeling lonely can affect mental wellbeing positive strategies for managing feelings that there are situations when someone may experience mixed or conflicting feelings how feelings can often be helpful, whilst recognising that they sometimes need to be overcome to recognise that if someone experiences feelings that are not so good (most or all of the time) - help and support is available identify where they and others can ask for help and support with mental wellbeing in and outside school the importance of asking for support from a trusted adult</p>
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					<p>about the changes that may occur in life including death, and how these can cause conflicting feelings</p> <p>that changes can mean people experience feelings of loss or grief</p> <p>about the process of grieving and how grief can be expressed</p> <p>about strategies that can help someone cope with the feelings associated with change or loss</p> <p>to identify how to ask for help and support with loss, grief or other aspects of change</p> <p>how balancing time online with other activities helps to maintain their health and wellbeing</p> <p>strategies to manage time spent online and foster positive habits e.g. switching phone off at night</p> <p>what to do and whom to tell if they are frightened or worried about something they have seen online.</p>
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	Knowledge	<p>To know how to brush my teeth.</p> <p>To know what foods are good for me.</p> <p>To know how to wash my hands</p> <p>To know why I need sleep</p> <p>To know to drink water to keep hydrated</p>	<p>To understand that we need to follow basic hygiene routines to keep ourselves healthy.</p> <p>To understand how to keep our bodies healthy through food and exercise.</p> <p>To be able to name the people that keep them safe and healthy.</p>	<p>To understand the different types of exercises. To realise the importance of exercise on their physical and mental wellbeing.</p> <p>To understand changes in friendships.</p>	
	Vocabulary	<p>Food</p> <p>Water</p> <p>Washing</p> <p>Dressing</p> <p>Sleep</p> <p>Brushing teeth</p> <p>health</p>	<p>Health, hygiene, healthy foods, unhealthy foods, mental wellbeing, hand washing, trusted adult</p>	<p>Mental wellbeing, exercise, balanced diet, healthy lifestyle, habits, feeling.</p>	<p>Mental wellbeing, mental ill-health, support, trusted adult, conflicting feelings, grief, habit.</p>
My healthy lifestyle Year B	Topic	How can I stay healthy?	Healthy sleep & teeth	Oral hygiene	Protecting body
	Objectives NC	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Managing their own needs and personal hygiene (R).</p> <p>Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding</p>	<p>about routines and habits for maintaining good physical and mental health</p> <p>why sleep and rest are important for growing and keeping healthy</p> <p>that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p>	<p>to identify a wide range of factors that maintain a balanced, healthy lifestyle,</p> <p>physically and mentally</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care</p> <p>e.g.</p> <p>visiting the doctor when necessary</p>	<p>how sleep contributes to a healthy lifestyle</p> <p>healthy sleep strategies and how to maintain them</p> <p>about the benefits of being outdoors and in the sun for physical and mental health</p> <p>how to manage risk in relation to sun exposure, including skin damage and heat stroke</p>

		<p>the importance of healthy food choices. (ELG).</p> <p>Be increasingly independent in meeting their own care needs e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Know and talk about the different factors that support their overall health and wellbeing, regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine. (R).</p>	<p>the importance of, and routines for, brushing teeth and visiting the dentist about food and drink that affect dental health</p> <p>how to describe and share a range of feelings</p> <p>ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p>how to manage big feelings including those associated with change, loss and bereavement</p> <p>when and how to ask for help, and how to help others, with their feelings</p>	<p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>how medicines can contribute to health and how allergies can be managed</p> <p>that some diseases can be prevented by vaccinations and immunisations</p> <p>that bacteria and viruses can affect health</p> <p>how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p> <p>to recognise the shared responsibility of keeping a clean environment</p>
	Knowledge	<p>To know how to brush my teeth.</p> <p>To know what foods are good for me.</p> <p>To know how to wash my hands</p> <p>To know why I need sleep</p> <p>To know to drink water to keep hydrated</p>	<p>To understand a range of feelings and how to make ourselves calm down.</p> <p>To understand how to take care of their teeth through brushing and eating the right food.</p> <p>To understand how to look after our physical and mental health.</p>	<p>To understand the importance of regular dental checks.</p> <p>To understand the importance of maintaining oral hygiene.</p> <p>First aid</p>	<p>To know why and how to apply sunscreen.</p> <p>To know how to remedy heat stroke.</p> <p>To know of current bacteria's/viruses.</p> <p>To learn about allergies.</p> <p>First Aid</p>

	Vocabulary	Food Water Washing Dressing Sleep Brushing teeth health	Clean Medicine Chemist Dentist Diet	Healthy Unhealthy Wash sleep	Balanced Dietary Health Hygiene routine	resilience	Sun exposure Healthy eating Cleanliness Care	
Keeping myself safe Year A	Topic	How can I keep safe?	Safety in different environments		Risks and hazards of environments		Protecting myself in different environments and situations	
	Objectives NC	<p>Safely explore emotions beyond their normal range through play and stories</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Being a safe pedestrian. (R).</p> <p>To feel confident when taken out around the local neighbourhood and exploring new places with their key person.</p>	<p>how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</p> <p>how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</p> <p>to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p>how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p>about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</p>		<p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>		<p>to identify when situations are becoming risky, unsafe or an emergency</p> <p>to identify occasions where they can help take responsibility for their own safety</p> <p>to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p>how to deal with common injuries using basic first aid techniques</p> <p>how to respond in an emergency, including when and how to contact different emergency services</p> <p>that female genital mutilation (FGM) is against British law¹</p> <p>what to do and whom to tell if they think they or someone</p>	

			how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say		they know might be at risk of FGM To understand what is meant by a hazard			
	Knowledge	I will know how to cross a road. I will know not to speak to strangers.	To state some common reasons for house fires and understand the need for smoke alarms. To know what number to call in an emergency. To know how to keep themselves safe when near roads and on farms.					
				To understand how to cross the road safely. To understand the importance of following safety rules. To identify common hazards in everyday situations. To explain why some alarms are used.	To articulate about FGM. To state some common reasons for house fires and understand the need for smoke alarms. To understand the importance of following safety rules. To articulate what a hazard is.			
	Vocabulary	Safety Road Key person Community Area Walker	999 Emergency Emergency services Harm Trusted adult	Safer stranger Water	Choices Dangerous Electricity Road safety Uncomfortable	Water safety Wellbeing	Action Advice Decision independence	Informed Mature Situation Support
Keeping myself safe	Topic	How can I keep safe?	Why do we have rules and age restrictions?		Medicines		Drug use and the law	

Year B	Objectives NC	<p>Safely explore emotions beyond their normal range through play and stories</p> <p>Become more outgoing with unfamiliar people in the safe context of their setting.</p> <p>Being a safe pedestrian. (R).</p> <p>To feel confident when taken out around the local neighbourhood and exploring new places with their key person.</p>	<p>how rules can help to keep us safe</p> <p>why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p>basic rules for keeping safe online</p> <ul style="list-style-type: none"> • whom to tell if they see something online that makes them feel unhappy, worried, or scared. <p>To know about rules and age restrictions.</p> <p>To know who to tell if they see something online.</p>	<p>the importance of taking medicines correctly and using household products safely</p> <p>to recognise what is meant by a 'drug' that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break</p> <p>how to ask for help or advice</p>	<p>how to protect personal information online</p> <p>to identify potential risks of personal information being misused</p> <p>strategies for dealing with requests for personal information or images of themselves</p> <p>to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p>that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be</p> <p>what to do if they take, share or come across an image which may upset, hurt or embarrass them or others</p> <p>how to report the misuse of personal information or sharing of upsetting content/ images online</p> <p>about the different age rating systems for social media, T.V, films, games and online gaming</p> <p>why age restrictions are important and how they help people make safe decisions</p>
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						<p>about what to watch, use or play</p> <p>about the risks and effects of different drugs</p> <p>about the laws relating to drugs common to everyday life and illegal drugs</p> <p>to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs</p> <p>about the organisations where people can get help and support concerning drug use</p> <p>how to ask for help if they have concerns about drug use</p> <p>about mixed messages in the media relating to drug use and how they might influence opinions and decisions</p>		
	Knowledge	<p>I will know how to cross a road.</p> <p>I will know not to speak to strangers.</p>	<p>To know what age restrictions on films and games are and how they keep us safe on the internet.</p> <p>To know who we can go to if we feel unsafe or uncomfortable on the internet.</p> <p>To understand the rules that they must follow to stay safe.</p>	<p>To name common every-day drugs and to understand how these can affect their health.</p> <p>To understand that some drugs can be addictive and know who to tell if they are worried.</p> <p>To understand how to take medicines correctly.</p>	<p>To understand how to keep their personal information safe online.</p> <p>To know the laws around drug use.</p> <p>To know the organisations where they can find support if they have questions about drug use.</p>			
	Vocabulary	<p>Safety</p> <p>Road</p> <p>Key person</p> <p>Community</p>	<p>Danger</p> <p>E-safety</p> <p>Trusted adult</p> <p>Choke</p>	<p>Online</p> <p>Risk</p> <p>Rules</p> <p>Safer</p>	<p>Drugs</p> <p>Medicines</p> <p>Shock</p> <p>Casualty</p>	<p>Allergies</p> <p>Habit</p> <p>Health</p>	<p>Consequence</p> <p>Responsible</p> <p>Unfamiliar</p> <p>Age restrictions</p>	<p>Substances</p> <p>Support</p>

		Area Walker	Hazard	Stronger	Addiction		Pressure	
Media literacy and Digital resilience Year A	Topic	How am I growing and changing?	Using the internet		How the internet and data is used		Targeting media	
	Objectives NC	<p>Express preferences and decisions, they also try new things and start establishing their autonomy. (ELG)</p> <p>Look back as they crawl or walk away from their person.</p> <p>Look for clues for how to respond to something interesting.</p> <p>Learn to use the toilet with help and the independently.</p> <p>Select and use activities and resources with help when needed, this helps them to achieve a goal that they have chosen or one which is suggested to them.</p> <p>Use large and small motor skills to do things independently for example</p>	<p>How and why people use the internet</p> <p>the benefits of using the internet and digital devices</p> <p>how people find things out and communicate safely with others online</p> <p>the ways in which people can access the internet e.g. phones, tablets, computers</p> <p>to recognise the purpose and value of the internet in everyday life</p> <p>to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>• that information online might not always be true</p>	<p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p>how to identify typical hazards at home and in school</p> <p>that everything shared online has a digital footprint</p> <p>that organisations can use personal information to encourage people to buy things</p> <p>to recognise what online adverts look like</p>	<p>to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</p> <p>basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</p> <p>that some media and online content promote stereotypes</p> <p>how to assess which search results are more reliable than others</p> <p>to recognise unsafe or suspicious content online</p> <p>how devices store and share information</p> <p>about the benefits of safe internet use e.g. learning, connecting and communicating</p> <p>how and why images online might be manipulated, altered, or faked</p> <p>how to recognise when images might have been altered</p> <p>why people choose to communicate through social</p>			

		<p>manage buttons, zips and pour drinks.</p> <p>Show an increasing desire to be independent such as feeding themselves, dressing and undressing.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they got dressed and undressed for example putting coat on and doing up zips.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG).</p>		<p>to compare content shared for factual purposes and for advertising why people might choose to buy or not buy something online e.g. from seeing an advert that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	<p>media and some of the risks and challenges of doing so that social media sites have age restrictions and regulations for use the reasons why some media and online content is not appropriate for children how online content can be designed to manipulate people's emotions and encourage them to read or share things about sharing things online, including rules and laws relating to this how to recognise what is appropriate to share online how to report inappropriate online content or contact</p>
	Knowledge				
		<p>To use a knife and fork.</p> <p>To zip up their coat.</p> <p>To get their bag ready for home.</p> <p>To eat on their own.</p> <p>To pour their own drink.</p>	<p>To know how to safely use a search engine.</p> <p>To understand the ways in which they can safely access the internet to help them research at home and at school.</p> <p>To be able to tell the difference between true and untrue information.</p>	<p>To know they have a digital footprint.</p> <p>To know what information should be shared online.</p> <p>To identify fake news.</p>	<p>To identify media outlets.</p> <p>To know about GDPR.</p> <p>To identify appropriate content.</p> <p>To manage risks.</p>

	Vocabulary	Toilet Help Fork Knife New confidence	Communicate, device, information, messaging, network, personal information, private, social media, text message, video call.	Harmful content, impact, information sharing, manipulation, misinformation, privacy, shared information, trolling, permission.	Appropriate, consent, data, digital footprint, false profiles, internet cookies, privacy settings, secure sites, sharing.
Growing and changing Year B	Topic	How am I growing and changing?	Growing older	Physical and emotional puberty changes	Sex education and identity
	Objectives NC	Express preferences and decisions, they also try new things and start establishing their autonomy. (ELG) Look back as they crawl or walk away from their person. Look for clues for how to respond to something interesting. Learn to use the toilet with help and the independently. Select and use activities and resources with help when needed, this helps them to achieve a goal that	to recognise what makes them special and unique including their likes, dislikes and what they are good at how to manage and whom to tell when finding things difficult, or when things go wrong how they are the same and different to others about different kinds of feelings how to recognise feelings in themselves and others how feelings can affect how people behave about the human life cycle and how people grow from young to old how our needs and bodies change as we grow up to identify and name the main parts of the body including	that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again how to identify external genitalia and reproductive organs about the physical and emotional changes during puberty	to recognise some of the changes as they grow up e.g. increasing independence about what being more independent might be like, including how it may feel about the transition to secondary school and how this may affect their feelings about how relationships may change as they grow up or move to secondary school

		<p>they have chosen or one which is suggested to them.</p> <p>Use large and small motor skills to do things independently for example manage buttons, zips and pour drinks.</p> <p>Show an increasing desire to be independent such as feeding themselves, dressing and undressing.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Be increasingly independent as they get dressed and undressed for example putting coat on and doing up zips.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. (ELG).</p>	<p>external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>about change as people grow up, including new opportunities and responsibilities</p> <p>preparing to move to a new class and setting goals for next year</p>	<p>key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</p> <p>strategies to manage the changes during puberty including menstruation</p> <p>the importance of personal hygiene routines during puberty including washing regularly and using deodorant</p> <p>how to discuss the challenges of puberty with a trusted adult</p> <p>how to get information, help and advice about puberty</p>	
Knowledge	<p>To use a knife and fork.</p> <p>To zip up their coat.</p> <p>To get their bag ready for home.</p>	<p>- To be able to name key body parts, including external genitalia.</p>	<p>- To know what a period is and why it happens.</p>		<p>To know what reproduction is.</p> <p>To know the names of: Penis, vulva, vagina, testicles and</p>

		To eat on their own. To pour their own drink.	<ul style="list-style-type: none"> - To understand how our bodies and our responsibilities change as we grow older. - To be able to describe what makes them special, including what they like and dislike. 	<ul style="list-style-type: none"> - To understand the importance of hygiene when our body changes. - To name the reproductive organs. - To identify what a wet dream is. 	<p>breasts.</p> <p>To know about different relationships with regards to reproduction.</p> <p>To know how a baby is made include medically supported/surrogacy.</p>
	Vocabulary	Toilet Help Fork Knife New confidence	Develop, differences, independence, respect, unique, coping, emotions, trusted adult, worried.	Anxious, hormones, identity, puberty, reproduction, oestrogen, testosterone, menstruation, gender.	Self-esteem, mood swings, body image, stressed.