

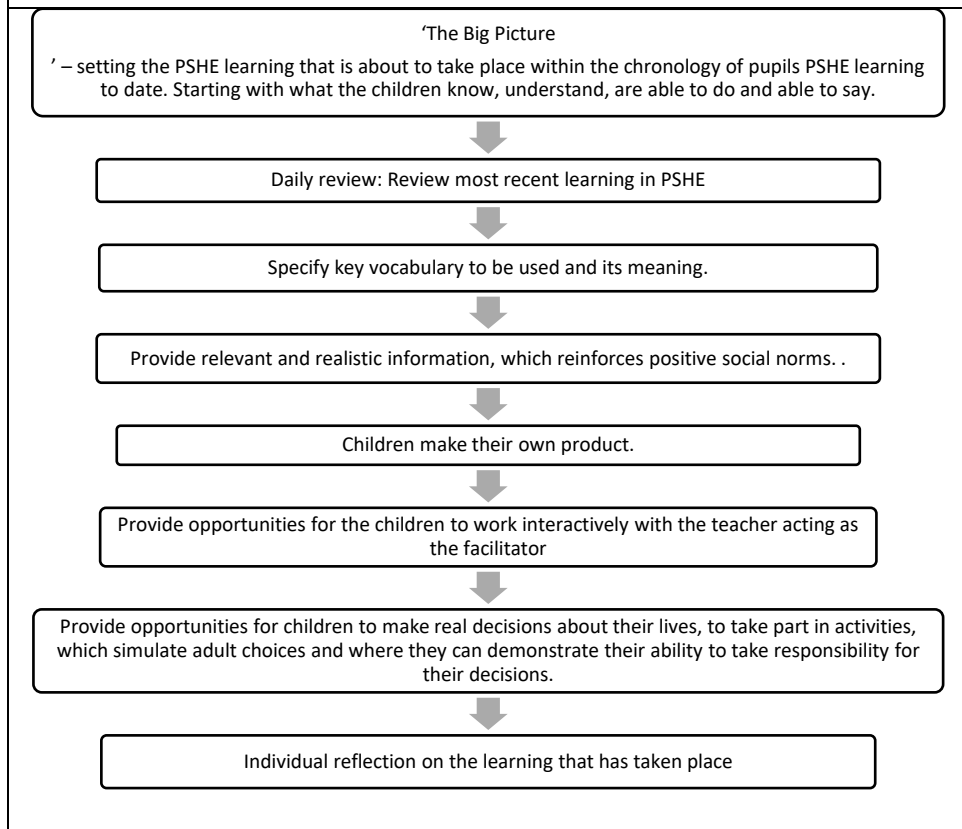


## PROGRESSION IN PSHE



<b>Date</b>	<b>Review Date</b>	<b>Subject Leader</b>
September 2020	July 2021	

### King's Meadow Sequence in PSHE



### Meta-cognition in PSHE

<b>Activating prior knowledge</b>	The teacher discusses with children the learnt strategies and content in previous reading lessons
<b>Explicit strategy instruction</b>	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy ‘cause and effect’ model’ to help them organise and plan
<b>Modelling of learned strategy</b>	Use initial notes to model one part of the strategy
<b>Memorisation of strategy</b>	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
<b>Guided practice</b>	The teacher models one further example with the whole group, with pupils verbally contributing ideas
<b>Independence practice</b>	Pupils complete their own task
<b>Structured reflection</b>	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

Theme number and time of year	Theme title	Key social and emotional aspects of learning addressed
1. September/October	New beginnings	<ul style="list-style-type: none"> <li>• <b>Empathy</b></li> <li>• Self-awareness</li> <li>• Motivation</li> <li>• Social skills</li> </ul>
2. November/December	Getting on and falling out	<ul style="list-style-type: none"> <li>• <b>Managing feelings</b></li> <li>• Empathy</li> <li>• Social skills</li> </ul>
3. One to two weeks in the autumn term (to coincide with national anti-bullying week in November)	Say no to bullying	<ul style="list-style-type: none"> <li>• <b>Empathy</b></li> <li>• Self-awareness</li> <li>• Social skills</li> </ul>
4. January/February	Going for goals!	<ul style="list-style-type: none"> <li>• <b>Motivation</b></li> <li>• Self-awareness</li> </ul>
5. February/March	Good to be me	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> <li>• <b>Managing feelings</b></li> <li>• Empathy</li> </ul>
6. March/April	Relationships	<ul style="list-style-type: none"> <li>• <b>Self-awareness</b></li> <li>• <b>Managing feelings</b></li> <li>• Empathy</li> </ul>
7. June/July	Changes	<ul style="list-style-type: none"> <li>• <b>Motivation</b></li> <li>• <b>Social skills</b></li> <li>• Managing feelings</li> </ul>

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## ON-GOING CORE SKILLS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>RECOGNISING FEELINGS</b>		Recognise their feelings	Recognise their feelings	Recognise their own likes and dislikes, traits and individual preferences	Recognise simple body language	Recognise their own and other people's personality traits, individual preferences and characteristics	Recognise peer influence Recognise their own and other people's personality traits, individual preferences and characteristics
<b>EXPRESSING THEMSELVES AND RESPECTING OTHERS</b>		Explain their ideas as responses to an issue To know who to tell Develop skills of speaking and listening	explain their ideas, and responses to an issue Understand verbal and non-verbal communication Develop active listening skills and check for clarification	Know who and how to tell. To think and verbalise what is important to them when making a choice Demonstrate active listening skills.	Understand verbal and non-verbal communication Recognise the influences over choice and decisions – both internal and external	Consider how they respond to challenging circumstances e.g Demonstrate respectful interactions with others Conflict and violence	Consider how they respond to challenging circumstances e.g conflict and violence Demonstrate respectful interactions with others
<b>WORKING WITH OTHERS</b>		Find a partner and sit with them and work with them Negotiate with a partner	Work with others	Demonstrate they can work in a group or with others	Demonstrate that they know the process for decision making	Demonstrate their knowledge of group dynamics	Demonstrate their knowledge of group dynamics Recognise the importance of skill and how different people bring this to tasks Recognise peer influence
<b>COMPASSION, EMPATHY AND TOLERANCE</b>		Demonstrate compassion	Demonstrate compassion and empathy	Demonstrate compassion, empathy and tolerance	Demonstrate compassion, empathy and tolerance	Value themselves and others	Value themselves and others
<b>DECISION MAKING</b>		Demonstrate making simple choices Recognise their likes and dislikes	To know that saying 'No' means No.	Understand that they have choices and points of choice Explore factors that explore choosing Demonstrate making a simple choice	Become more assertive in themselves and ask for time to think things through	Recognise the importance of skill and how different	Recognise decision and choices they may have to make in the future Demonstrate the use of the decision-making process
<b>TAKING RISKS</b>		Understand the concept of risk	Know that it is okay to make mistakes	Understand the concept of risk.			Recognise risk in different situations and make judgements about how to respond in order to keep safe Know ways of coping in difficult situations

## CORE UNIT 1 – HEALTH AND WELL-BEING

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Healthy lifestyles (physical wellbeing)</b></p> <p>Know about what keeping healthy means</p> <p>Recognise different ways to keep healthy</p> <p>Know about foods that support good health and the risks of eating too much sugar</p> <p>Know that physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Use simple hygiene routines that can stop germs from spreading</p> <p>Know how to keep safe in the sun and protect skin from sun damage</p> <p>Know about different ways to learn and play</p>	<p>Know about what keeping healthy means</p> <p>Recognise different ways to keep healthy</p> <p>Know about foods that support good health and the risks of eating too much sugar</p> <p>Know that physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>Use simple hygiene routines that can stop germs from spreading</p> <p>Know how to keep safe in the sun and protect skin from sun damage</p> <p>Know about different ways to learn and play</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Know why sleep is important and different ways to rest and relax</p> <p>Know about dental care and visiting the dentist</p> <p>Know how to brush teeth correctly</p> <p>Recognise food and drink that support dental health</p> <p>Recognise the importance of knowing when to take a break from time online or TV</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>Know about the people who help us to stay physically healthy</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Know how to make informed decisions about health</p> <p>Know about the elements of a balanced, healthy lifestyle</p> <p>Know what good physical health means; how to recognise early signs of physical illness about what constitutes a healthy diet</p> <p>Know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile);</p> <p>How sleep contributes to a healthy lifestyle</p> <p>Recognise routines that support good quality sleep</p> <p>Know how everyday hygiene routines can limit the spread of infection</p> <p>Know how to maintain good oral hygiene (including correct brushing and flossing)</p> <p>Know about the benefits of sun exposure and risks of overexposure</p> <p>Know about the benefits of the internet; the importance of balancing time online with other activities</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Know about the choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Understand the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas;</p> <p>Understand the effects of smoking</p> <p>Know how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>Know how to plan healthy meals</p> <p>Recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>Recognise the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>Understand that bacteria and viruses can affect health how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations strategies for managing time online</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS:</u></p> <p>Recognise the benefits to health and wellbeing of eating nutritionally rich foods;</p> <p>Recognise risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Understand the wider importance of personal hygiene and how to maintain it</p> <p>Recognise how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>

<p><b>Mental health</b></p>	<p>Know about different feelings that humans can experience Begin to recognise and name different feelings</p> <p>Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>Begin to understand that it is important to ask for help with feelings; and how to ask for it</p>	<p>Know how to recognise and name different feelings</p> <p>Know how feelings can affect people’s bodies and how they behave about ways of sharing feelings</p> <p>Recognise different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good</p> <p>Recognise when they need help with feelings to recognise what helps people to feel better</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Confidently recognise and name different feelings</p> <p>Know how to recognise what others might be feeling</p> <p>Recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>Use a range of words to describe feelings about change and loss (including death);</p> <p>Identify feelings associated with this</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Recognising that mental health, just like physical health, is part of daily life;</p> <p>Understanding the importance of taking care of mental health</p> <p>Recognise strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>Understand that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>Recognise ways of expressing and managing grief and bereavement</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Recognise that feelings can change over time and range in intensity</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know about everyday things that affect feelings and the importance of expressing feelings</p> <p>Recognise strategies to respond to feelings, including intense or conflicting feelings;</p> <p>Know how to manage and respond to feelings appropriately and proportionately in different situations to recognise that anyone can experience mental ill health about change and loss, including death, and how these can affect feelings;</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Use a varied vocabulary when talking about feelings;</p> <p>Recognise how to express feelings in different ways;</p> <p>Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Use problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>
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<p><b>Ourselves, growing and changing</b></p>	<p>Recognise what makes them special</p> <p>Recognise the ways in which we are all unique</p> <p>Identify what they are good at, what they like and dislike</p> <p>Name the main parts of the body</p> <p>Know about growing and changing from young to old and how people's needs change</p> <p>Know about preparing to move to a new class/year group</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know how to manage when finding things difficult</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS.</u></p> <p>Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>Know about growing and changing from young to old and how people's needs change</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know about personal identity</p> <p>Recognise their individuality and personal qualities</p> <p>Understand the processes of reproduction and birth as part of the human life Cycle</p> <p>Use strategies to manage transitions between classes and key stages</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Understand that for some people gender identity does not correspond with their biological sex</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>Understand how babies are conceived and born (and that there are ways to prevent a baby being made);</p> <p>Recognise how babies need to be cared for</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know what contributes to who we are (e.g. ethnicity, family gender, faith, culture, hobbies, likes/dislikes)</p> <p>Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>Understand how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>Know where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Know about the new opportunities and responsibilities that increasing independence may bring</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>Know about the physical and emotional 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>Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made.</p> <p><b><i>We need to decide whether this is appropriate for our community and cohorts and consider how to approach this as part of Sex Education.</i></b></p>
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<p><b>Keeping safe</b></p>	<p>Recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>Know about the people how to respond and react in an emergency situation;</p> <p>whose job it is to help keep us safe</p> <p>Know what to do if there is an accident and someone is hurt</p> <p>Know how to get help in an emergency (how to dial 999 and what to say)</p> <p>Understand the importance of telling a trusted adult if they come across something that scares them</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Recognise the rules and age restrictions that keep us safe</p> <p>Know that household products (including medicines) can be harmful if not used correctly</p> <p>Know about 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>Know about the basic rules to keep safe online, including what is meant by personal information and what should be kept private;</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT</u></p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know the reasons for following and complying with regulations and restrictions (including age restrictions)</p> <p>Know about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p>Know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>Recognise strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety</p> <p>Understand the reasons for safe use of digital devices when out and about</p> <p>Recognise what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>Know what is meant by first aid</p> <p>Know how to contact emergency and what to say</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>about the importance of keeping personal information private;</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u></p> <p>Know how to predict, assess and manage risk in different situations strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others</p> <p>Know basic techniques for dealing with common injuries how to identify situations that may require the emergency services</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT</u></p> <p>Know 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>
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<p><b>Drugs, alcohol and tobacco</b></p>			<p>Know about things that people can put into their body or on their skin Understand how these can affect how people feel</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Know about the risks and effects 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  Know about the people they can talk to if they have concerns</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> 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><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines);</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Know about the mixed messages in the media about drugs, including alcohol and smoking /vaping about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use</p>
<p><b>KEY VOCABULARY</b></p>	<p>Healthy/unhealthy/ Exercise/ like/ dislike/ Help/Clean/ germs/ grow/ change /risk</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Eating/ physical Activity/ sleep/ dentist/ Choice/goal/ strength/target/feelings/ /young/ old/medicine/ road/rail/fire/safe/ rules</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> well-being/ healthy eating/physical activity/ dental hygiene/ achievements/ goals/ Manage feelings/ cleanliness/independent/ safety rules</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Balance/ lifestyles/diet/ Media/image/ true/ false/achieve/ aspiration/conflict/ emotions/transition, loss separation/ bereavement/ hazard/responsibility/ bacteria/viruses/ pressure/ peer/ emergency/ habit/ drugs/ alcohol/ tobacco/ puberty/online/ personal information/ password/ image, advice/support</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> Influence/reality/ fantasy/divorce/risk hazard, responsibility, rules/ bacteria/ hygiene routines/ caffeine/puberty/ emotional change/ physical change/ asking for help</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> managing pressure/ human reproduction/babies/ pregnancy/ parents/ bodies/ mobile phones</p>	<p><u>WHAT HAS BEEN PREVIOUSLY TAUGHT PLUS</u> managing feelings/ sexual reproduction/ contraception/ FGM</p>

**CORE UNIT 2– RELATIONSHIPS**  
**GETTING ON AND FALLING OUT/SAYING NO TO BULLYING**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>FAMILIES AND CLOSE RELATIONSHIPS</b>	<p>Know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>Identify the people who love and care for them and what they do to help them feel cared for</p>	<p>Know about different types of families including those that may be different to their own</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Know about appropriate and inappropriate touch</p>	<p>Identify common features of family life</p> <p>Know that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>Know about appropriate and inappropriate touch</p>	<p>Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) that people may be attracted to someone emotionally, romantically and sexually;</p> <p>Know that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>Understand about the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid</p> <p>Know about the importance of keeping personal boundaries and the right to privacy</p>	<p>Know how to maintain good friendships</p> <p>Know about what makes a positive, healthy relationship, including friendships</p> <p>Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be Lifelong</p> <p>Know about the difference between acceptable and unacceptable physical contact</p> <p>Know how to respond to unacceptable physical contact</p> <p>Know about the importance of keeping personal boundaries</p> <p>Recognise dares</p>	<p>Know that families of all types can give family members love, security and stability</p> <p>Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents);</p> <p>Know about the correct use of the terms sex, gender identity and sexual orientation</p> <p>Judge whether physical contact is acceptable or unacceptable and how to respond</p> <p>Know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>Know about the importance of keeping personal boundaries and the right to privacy</p> <p>Recognise dares</p>	<p>Recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Know that to force anyone into marriage (forced marriage) is illegal</p> <p>Know about the importance speaking out about forced marriage</p> <p>Know about confidentiality</p> <p>Know about times when it appropriate and necessary to break a confidence</p> <p>Know about judging whether physical contact is acceptable or unacceptable</p> <p>Understand about the importance of keeping personal boundaries and the right to privacy</p> <p>Recognise and manage dares</p>

<p><b>FRIENDSHIPS</b></p>	<p>Know about how people make friends and what makes a good friendship</p>	<p>Know about how to recognise when they or someone else feels lonely and what to simple</p> <p>Use strategies to resolve arguments between friends positively</p> <p>Know about the importance for respect for the differences and similarities between people</p>	<p>Know how to ask for help if a friendship is making them feel unhappy</p> <p>Know about the importance of respect for differences and similarities between people</p>	<p>Know about the importance of friendships</p> <p>Use strategies for building positive friendships</p> <p>Know that the same principles apply to online friendships as to face-to-face relationships</p>	<p>Know how positive friendships support wellbeing</p> <p>Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties</p> <p>Know the importance of seeking support if feeling lonely or excluded</p> <p>strategies to resolve disputes and reconcile differences positively and safely</p> <p>Recognise the effect of online actions on others</p>	<p>Recognise that friendships have ups and downs</p> <p>Use strategies for recognising and managing peer influence and a desire for peer approval in friendships;</p> <p>Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p>	<p>Understand how friendships can change over time, about making new friends and the benefits of having different types of friends that healthy friendships make people feel included</p> <p>Recognise when others may feel lonely or excluded</p> <p>Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>
<p><b>SAFE RELATIONSHIPS</b></p>	<p>Recognise that some things are private and the importance of respecting Privacy</p> <p>Know how to respond safely to adults they don't know</p> <p>Know 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</p>	<p>Know that parts of their body covered by underwear are private about how to respond if physical contact makes them feel uncomfortable or unsafe about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>Understand the importance of keeping trying until they are heard</p>	<p>Know that sometimes people may behave differently online, including by pretending to be someone they are not about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>Know basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>Know about privacy and personal boundaries</p> <p>Understand what is appropriate in friendships and wider relationships (including online)</p> <p>Understand why someone may behave differently online, including pretending to be someone they are not</p> <p>Know how to report concern</p> <p>Know 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>Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>recognise different types of physical contact</p> <p>Know what is acceptable and unacceptable</p> <p>Know which strategies to respond to unwanted physical contact</p>	<p>Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing where to get advice and report concerns if worried about their own or someone else's personal safety (including online about seeking and giving permission (consent) in different situations</p> <p>Know strategies for recognising risks, harmful content and contact;)</p>	<p>Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing where to get advice and report concerns if worried about their own or someone else's personal safety (including online about seeking and giving permission (consent) in different situations</p> <p>Know strategies for recognising risks, harmful content and contact;)</p>

<p align="center"><b>MANAGING HURFUL BEHAVIOUR AND BULLYING</b></p>	<p>Understand that bodies and feelings can be hurt by words and actions</p>	<p>Know that teasing and bullying hurts</p> <p>Know what to do if teasing and bullying is happening to themselves</p> <p>Know that people can say hurtful things online</p> <p>Know the importance of telling a trusted adult</p>	<p>Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable</p> <p>Know how to report bullying;</p>	<p>Know about what is meant by 'stereotypes'</p> <p>Know about differences and similarities between people, but understand everyone is equal</p> <p>Know how to report concerns and get support</p>	<p>Recognise differences and similarities between people, but understand everyone is equal</p> <p>Recognise bullying - themselves and others</p> <p>Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>Know how to report concerns and get support</p>	<p>Know about the factors that make people the same or different</p> <p>Recognise and challenge 'stereotypes'</p> <p>Have 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);</p> <p>Know how to report concerns and get support</p>	<p>Know about the factors that make people the same or different</p> <p>Recognise and challenge 'stereotypes'</p> <p>Know about discrimination: what it means and how to challenge it</p> <p>Know how to report concerns and get support</p>
<p align="center"><b>RESPECTING SELF AND OTHERS</b></p>	<p>Know about what is kind and unkind behaviour, and how this can affect others</p> <p>How to treat themselves and others with respect; how to be polite and Courteous</p> <p>Recognise the ways in which they are the same and different to others how to listen to other people and play and work cooperatively</p>	<p>Know about what is kind and unkind behaviour, and how this can affect others</p> <p>How to treat themselves and others with respect; how to be polite and Courteous</p> <p>Recognise the ways in which they are the same and different to others how to listen to other people and play and work cooperatively</p>	<p>Know how to talk about and share their opinions on things that matter to them</p> <p>How to treat themselves and others with respect; how to be polite and Courteous</p> <p>Recognise the ways in which they are the same and different to others how to listen to other people and play and work cooperatively</p>	<p>Know that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves;</p>	<p>Respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p>	<p>Know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p>	<p>Know that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>
<p align="center"><b>KEY VOCABULARY</b></p>	<p>Feelings/Happy/unhappy/sad/right/wrong</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Fair/unfair/secrets/Surprises/safety/ share/ discuss/view/opinion/ co-operate/special/ solve/argument/similar/ different/ feelings/hurt/ tease/bully</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Resolve/argue/ similarities/ differences/caring/ Physical contact/ acceptable/ unacceptable</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Empathy/friendships/ Families/couples/ Relationship/actions/ Consequences/private/ Personal/listening/ Viewpoints/respect/ collaborate/feedback/ support/compromise/ identity/equality/ aggressive/behaviour/ stereotype/privacy</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Recognising feelings in others/ positive relationship/ confidentiality/ negotiate/ dares/challenges/ personal boundaries</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Committed loving relationship/ marriage/ Confidentiality/ shared goals/discrimination</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Unhealthy pressure/civil partnership/ forced marriage/disputes,</p>

**CORE THEME 3- LIVING IN THE WIDER WORLD  
NEW BEGINNINGS**

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>COMMUNITY</b>		<p>Know the ways we are the same as other people</p> <p>Know about the people who work in their community</p> <p>Know how to get help even in an emergency</p>	<p>Know how to get their help, including in an emergency</p>	<p>Appreciate difference and diversity (people living in the UK)</p>	<p>Understand that everyone has human rights (and that children have their own set of human rights)</p> <p>Know about being part of a community</p>	<p>Understand about the importance of human rights (and the Rights of the Child)</p> <p>Understand about what it means to be a part of a community</p> <p>Know about the role of voluntary, community and pressure groups</p> <p>Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p>	<p>Appreciate the range of national, regional, religious and ethnic identities of people living in the UK</p> <p>Know about the lives, values and customs of people living in other places</p>
<b>MEDIA LITERACY AND DIGITAL RESILIENCE</b>	<p>Know about how the internet and digital devices can be used safely to find things out and to communicate with others</p>	<p>Know about the role of the internet in everyday life that not all information seen online is true</p>	<p>Know about the role of the internet in everyday life that not all information seen online is true</p>	<p>Recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Know that information presented in the media can be misleading</p>	<p>Understand that information presented in the media can be misleading</p> <p>how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>Know about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p>	<p>Be critical of what they see and read in the media</p> <p>Know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>

<b>SHARED RESPONSIBILITIES</b>		Understand we need rules  Know about group and class rules and why they are important	Understand that we need different rules for different situations  Know about group and class rules and why they are important Know about groups and communities that they belong to	Take part in making and changing rules  Know about their responsibilities, rights and duties (home, school and the environment) Know about the ways in which rules and laws keep people safe	Take part in making and changing rules  Know about the UN declaration on the Rights of the Child  Know about the ways in which rules and laws keep people safe	Take part in making and changing rules Know why and how laws are rules and laws are made Know about the UN declaration on the Rights of the Child Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights	Take part in making and changing rules Know why and how laws are rules and laws are made Understand about the importance of human rights (and the Rights of the Child) Know about the UN declaration on the Rights of the Child Know that harmful practices (such as FGM and forced marriage) are against British law (illegal) and in contradiction with human rights
<b>HUMAN RIGHTS</b>		Know about respecting the needs of ourselves and others	Understand about respecting the needs of ourselves and other	Understand about resolving differences – agreeing and disagreeing	Understand about their responsibility's rights and duties (home, school and the environment)  Understand about resolving differences – agreeing and disagreeing	Understand that human rights overrule any beliefs, ideas or practices that harm others	Know that human rights overrule any beliefs, ideas or practices that harm others  To critically consider information they choose to forward to others
<b>ENVIRONMENT, HEALTH AND WELL-BEING</b>		Know about groups and communities that they belong to about looking after the local environment  Know the things they can do to look after the environment	Know about looking after the local environment	Understand how to discuss and debate issues concerning health and wellbeing	Discuss and debate issues concerning health/wellbeing and protecting the environment in school and at home	To research, discuss and debate to discuss and debate issues concerning health and wellbeing  Understand how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)	To research, discuss and debate to discuss and debate issues concerning health and wellbeing Understand how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)
<b>ECONOMIC WELL-BEING: MONEY</b>		Know where money comes from and what it is used  Know what money is used for	Understand about where money comes from and what it is  Understand how to keep money safe	Understand about the role of money  Understand the ways of managing money (budgeting and saving)	Understand about the role of money  Know about ways of managing money (budgeting and saving)	Understand how finance plays an important part in people's lives Know about being a critical consumer Understand 'loan, interest and debt Know about how resources are allocated and the effect this has on	Know how finance plays an important part in people's lives Know about being a critical consumer Understand 'loan, interest and debt Understand about the importance of looking

						<p>individuals, communities and the environment</p> <p>Know 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</p>	<p>after money, including managing loans and debt</p> <p>Know that people pay 'tax' to contribute towards society</p> <p>Know about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>Know what it takes to set up an enterprise</p>
<p><b>ECONOMIC WELLBEING: ASPIRATIONS, WORK AND CAREER</b></p>		<p>Understand that everybody is unique and has different strengths</p>	<p>Know about the people who work in their community</p> <p>Know that jobs help people to earn money to pay for things about some of the strengths and interests someone might need to do different jobs</p>	<p>Understand about the ways we are the same as other people</p> <p>Recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>Know about who works with the local community that there is a broad range of different jobs/careers that people can have;</p> <p>Know that people often have more than one career/type of job during their life</p>	<p>Know about different groups / individuals that support the local community</p> <p>Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p>	<p>Know about what enterprise means for work and society</p> <p>Know about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>Identify the kind of job that they might like to do when they are older</p> <p>Recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>
<p><b>KEY VOCABULARY</b></p>	<p>Rules/Special/ People/Friend/Money /similarities/ differences</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Responsibilities/needs/ group/environment/ spend/save/safety/ Everybody/individual/ unique/people/similar/ help/emergencies/ bullying,</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Communities/savings/ commonalities/ likes/dislikes/bullying</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Debate/ problems/events /laws/making/changing/ human right/ children rights/ anti-social behaviour/ aggression/ discrimination/rights/ duties/ points of view/decisions/choices/ volunteers/diversity/ identity/values/custom/ resources/environment/ choices/enterprise/ entrepreneur/social media/information</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Topical/issues/laws/ Duties/ resolving differences /pressure groups/ UK/ citizen/ budgeting/ resources/ Sustainability/ forwarding information</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> Bias/making and changing rules/ forwarding, practice against human rights/ health and wellbeing/ diversity/ identity UK/ values/customs/ interest</p>	<p><u>AS PREVIOUSLY TAUGHT PLUS:</u> FGM/tax/economics</p>

## CORE THEME 4 – RELATIONSHIPS AND SEX EDUCATION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><b>My Special People</b></p> <p>Know what a special person is</p> <p>Identify people special to them</p> <p>Know what makes people special</p> <p>Know about friendship.</p> <p>Understand that special people care for each other</p> <p>Know how special people care for each other.</p> <p>Thank you is an important thing to say to special people</p>	<p><b>We are Growing</b> <i>Human Life Cycle</i></p> <p>Know things change as they grow</p> <p>Know about the Life Cycle</p> <p>Know how babies change</p> <p>Know people need different things compared to babies</p> <p>Know about responsibilities now and in the future</p> <p><b>Everybody's Body</b></p> <p>Know boys and girls' bodies have similarities and differences.</p> <p>Know and can label male and female body parts.</p> <p>Know animals can be male or female</p>	<p><b>What makes a good friend?</b></p> <p>Know different types of friendship</p> <p>Understand why friendship is important</p> <p>Know the qualities of a good friend</p> <p>Know how to maintain a good friendship</p> <p>Describe the qualities of a good friend Falling out with friends</p> <p>Understand that sometimes friends fall out</p> <p>Know how to prevent an Argument</p> <p>Know how to mend a friendship</p>	<p><b>Time to Change</b></p> <p>Label male and female body parts</p> <p>Know that puberty is about changes.</p> <p>Know about changes in boys during puberty.</p> <p>Know about changes in girls during puberty</p> <p><b>Personal Hygiene</b></p> <p>Know that hygiene is important.</p> <p>Know that during puberty certain parts of the body need to be kept clean</p> <p>Know which products to buy to keep clean.</p>	<p><b>Menstruation and Wet Dreams</b></p> <p>Label male and female body parts.</p> <p>Know about the menstrual cycle.</p> <p>Know about wet dreams</p> <p><b>Emotions</b></p> <p>Know about different feelings and emotions during puberty.</p> <p>Understand feelings will include highs and lows.</p> <p>Know about crushes.</p> <p>Develop strategies to manage feelings with support</p>	<p><b>Puberty</b></p> <p>Know about change and Becoming independent</p> <p>Recognise positive and healthy relationships</p> <p>Know about physical and emotional changes in puberty</p> <p>Know about different types Relationships</p> <p>Know what makes a positive, healthy relationship</p> <p>Know that respect is important in all relationships</p> <p>Know how a baby is made</p> <p>Recognise and know about the male and female reproduction organs.</p> <p>Use key words linked to reproduction.</p> <p>Know the process involved in fertilisation</p> <p>Know what needs to be considered before a couple decide to have a baby</p>



<p>I like I don't like I need the toilet Wash, safe, healthy, like, don't like</p>	<p><b>SPECIAL</b> Special/Care/Family/Mum/Dad/Grandparents/Grandma(or similar)/Grandad (or similar)/Brother/Sister/Happy/Friend</p>	<p><b>GROWING UP</b> Change/Cycle/Baby/Child/Adult/ Grow</p> <p><b>EVERBODYS BODY</b> Grow/Change/Similarities/ Similar/Differences/Different /Vagina/Penis/Testicle/Bottom</p>	<p><b>FRIENDSHIP</b> Friendship/group/ neighbour/ care</p> <p><b>FALLING OUT</b> Falling Out/Disagreement/Conflict/Argument/Problem/Solve/Solution</p>	<p><b>TIME TO CHANGE</b> Puberty/Physical/Mature/ Teenager/Genitals, Vulva /Breasts/ Pubic hair/ Adam's apple</p> <p><b>HYGIENE</b> Hygiene/ clean/ Cleanliness/sweat/ body odour/ spots/periods/ sanitary/ tampon</p>	<p><b>MENSTRUATION AND WET DREAMS</b> Internal/ reproductive Organ/ uterus/ fallopian tube/ ovary/ ovaries/menstruation/ menstrual cycle/ blood /sanitary pads/scrotum/ sperm/ semen/erection/ ejaculation/ wet dream/</p> <p><b>EMOTIONS AND FEELINGS</b> roller coaster/up and down/frustrated/angry/ moody/adolescent/advice/ support</p>	<p><b>PUBERTY RECAP</b> Puberty/person/child/ Teenage/adult/Changing /growing/physical/emotions/ Feelings/bodies/now/future</p> <p><b>CHANGE AND BECOMING INDEPENDENT</b> Chang/ life cycle/ baby/ Toddler/ child/Adolescent/teenager /Adult/ middle-age/older person/growing up/ Feelings /emotions/independence</p> <p><b>POSITIVE HEALTHY RELATIONSHIPS</b> Relationship/ friendship/ Couple/ love/ positive/ qualities, /values/ expectations/ responsibility/responsibilities</p> <p><b>HOW BABIES ARE MADE</b> Love/respect/ consent/ Commitment/woman/Man/ Human/Reproduction/sex/sexual intercourse/Fertilised/sperm/ ovum/penis/vagina/ fallopian Tubes/pregnancy/ baby/foetus/ Uterus/womb/contraception</p>
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