

PSHE Curriculum

EYFS PSED Curriculum

Development Matters/ELG – Personal, Social and Emotional Development

Three and Four Years Olds	Reception	ELG
<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ● <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</i> ● <i>Develop their sense of responsibility and membership of a community.</i> ● <i>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</i> ● <i>Increasingly follow rules, understanding why they are important.</i> ● <i>Do not always need an adult to remind them of a rule.</i> ● <i>Develop appropriate ways of being assertive.</i> ● <i>Talk with others to solve conflicts.</i> ● <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</i> ● <i>Settles to some activities for a while.</i> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> ● <i>Show more confidence in new social situations.</i> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> ● <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i> ● <i>Play with one or more other children, extending and elaborating play ideas.</i> ● <i>Begin to understand how others might be feeling.</i> ● <i>Manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'.</i> ● <i>Takes part in pretend play with different roles.</i> ● <i>Negotiates solutions to conflicts in their play.</i> 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ● <i>Express their feelings and consider the feelings of others.</i> ● <i>Identify and moderate their own feelings socially and emotionally.</i> ● <i>Manage their own needs.</i> <p><u>Managing Self</u></p> <ul style="list-style-type: none"> ● <i>See themselves as a valuable individual.</i> ● <i>Show resilience and perseverance in the face of challenge.</i> <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> ● <i>Build constructive and respectful relationships.</i> ● <i>Think about the perspectives of others.</i> 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> ● 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. ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs. ● Work and play cooperatively and take turns with others.

Term	Topic	Key Focus Skills
Autumn - Nursery	Marvellous Me & Perfect Pets	<p><u>Autumn 1</u> <u>Think Equal</u> <u>Me, Myself and I</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate a positive sense of identity. ● Develop self confidence and self-esteem. ● Recognise and value similarities and differences between themselves and others. <p><u>Is There Anyone Like Me?</u> Children to:</p> <ul style="list-style-type: none"> ● Celebrate individuality and uniqueness. ● Discuss similarities and differences. <p><u>Amazing Daisy</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate self-knowledge and self-esteem ● Understand the importance of persistence (to keep trying) ● Set a goal and work towards achieving it. <p><u>Healthy Minds A</u> Children to:</p> <ul style="list-style-type: none"> ● Show that they can pay attention to the inside. ● Show that they can pay attention to the outside. ● Begin to learn the 'Growing Friendship Wish' (GFW) song. ● Name at least three kind ways to grow friendship. <p><u>The Colour Poem</u> Children to:</p> <ul style="list-style-type: none"> ● Begin to connect emotions and emotion-words to feelings and colours. ● Begin to name emotions. ● Become familiar with the Mood Meter <p><u>Additional PSED:</u> <u>Rules and Routines</u> <i>Why do we have rules?</i> Children to...</p>

- Start to follow some classroom rules and routines.
- Take part in different experiences around the classroom.
- Use picture clues and name labels to help access classroom resources with some independence.

Friendship

How can I be a good friend?

Children to...

- Know how to share with others and why sharing is important.
- Know that some actions can hurt the feelings of others. (Good to be Green)
- Take part in small group games with other children.

Healthy Lives

How can I look after myself?

Children to...

- Begin to be independent with self-care routines. (Washing hands for dinner etc)

Autumn 2

Think Equal

How We Feel

Children to:

- Name 2-3 emotions.
- Recognise that everyone has feelings.

Wally the Wave

Children to:

- Name 'big' feelings (anger, frustration etc)
- Begin to demonstrate self-regulation and impulse control.
- Demonstrate understanding that feelings change.

Healthy Minds B

Children to:

- Notice and name sounds.
- Notice and name sensations.
- Show different emotion in their face and bodies.
- Recognise different emotions in the face and bodies of others.
- Begin to learn how to independently solve problems.
- 'Speak from the heart' and be a 'star listener'.

I Have a Plan

Children to:

- Show ability to listen to others' words.

		<ul style="list-style-type: none"> ● Demonstrate compassion for all creatures – animals and humans. <p><u>The Wall</u> Children to:</p> <ul style="list-style-type: none"> ● Understand similarities and differences. ● Celebrate diversity and understanding and accept others. ● Collaborate to create a piece of group artwork. <p><u>The Tale of Baby Beetroot</u> Children to:</p> <ul style="list-style-type: none"> ● Recognise kind behaviour. ● Celebrate diversity. <p><u>Lara the Yellow Ladybird</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate a strong sense of identity. ● Demonstrate an appreciation of diversity. <p>Express self-confidence and self-esteem.</p>
Autumn - <i>Reception</i>	Marvellous Me & Wonderful Woodlands	<p><u>Autumn 1</u> <u>Think Equal</u> <u>Marvellous Me</u> Children to:</p> <ul style="list-style-type: none"> ● Understand the concepts ‘same’ and ‘different’ ● Celebrate similarities and differences. ● Demonstrate self confidence. <p><u>These Feelings</u> Children to:</p> <ul style="list-style-type: none"> ● Understand that feelings will come and go. ● Demonstrate strategies for managing feelings. <p><u>The Weather Inside Me!</u> Children to:</p> <ul style="list-style-type: none"> ● Express their understanding of the Mood Meter ● Give examples of how emotions in our bodies can feel like different types of weather ● Understand that feelings come and go like the weather. <p><u>Exploring Kindness</u> Children to:</p> <ul style="list-style-type: none"> ● Recognise that we all want happiness and kindness. ● Explore our need for kindness on how we act with each other. <p><u>Ted the Tiger Tamer</u></p>

Children to:

- Name different emotions.
- Link emotions to feelings inside the body.
- Use ‘Take a Break, Make a Plan’ as a tool to calm their bodies and brains and make positive choices.

Additional PSED:

Rules and Routines

Why do we have rules?

Children to...

- Know and follow the classroom rules and routines.
- Know how to keep themselves safe in school.
- Show some resilience and perseverance when taking on new learning challenges in the classroom.
- Develop their confidence to try new activities in the classroom.

Friendship

How can I be a good friend?

Children to...

- Know what a good friend looks like and demonstrate these behaviours to build their friendship groups.
- Talks about similarities and differences between themselves and others (Skin colour, eye colour, hair colour etc) and accept that this doesn't change who we can be friends with.

Healthy Lives

How can I look after myself?

Children to...

- Manage their own basic self-care needs. (Toileting, handwashing, drinking water etc)
- Take part in global handwashing day and can explain why we need to wash our hands.

Autumn 2

Think Equal

The Secret Adventures of Anonymouse

Children to:

- Perform acts of kindness around the school and classroom.
- Demonstrate an understanding that small acts of kindness can inspire other acts of kindness.

Curly the Chameleon

Children to:

- Name at least 5 different emotions.
- Understand the levels of energy and pleasantness on the Mood Meter.
- Recognise that all emotions are okay, even unpleasant ones.

		<p><u>Practising and Recognising Kindness</u> Children to:</p> <ul style="list-style-type: none"> ● Begin developing ways of showing kindness based on the group arrangements. ● Apply their understanding of kindness to concrete individual and collective kind actions. ● Express kindness in terms of actions and intentions. ● Recognise the difference between real kindness and apparent kindness. ● Create their own definition of kindness. ● Recognise acts of kindness in their day. ● Recognise connections as something everyone shares. ● Recognise how the things we need come from the acts of many others. <p><u>Ahmed's Journey</u> Children to:</p> <ul style="list-style-type: none"> ● Name their five senses (sight, touch, taste, smell, hearing) ● Describe what it feels like in their bodies when they have a lot of energy and when they have little energy. <p><u>Faisal's Not Himself</u> Children to:</p> <ul style="list-style-type: none"> ● Recognise that boys and girls should both express their feelings. ● Recognise that boys and girls can do the same things. ● Take a perspective of someone else (be able to describe the feelings of a person whom others have been mean to). <p><u>Biyu the Brave Pea</u> Children to:</p> <ul style="list-style-type: none"> ● Experience empathy and the perspective of another. ● Discuss nature and the cycle of life. <p><u>Thabo and the Trees</u> Children to:</p> <ul style="list-style-type: none"> ● Show a sense of responsibility for the environment. ● Understand the interconnectedness of all living things. <p><u>Additional PSED:</u> <u>Healthy Lives</u> <i>How do I keep myself safe?</i> Children to... Know the dangers of road traffic and explain how to keep themselves safe.</p>
Term	Topic	Key Focus Skills

<p>Spring - Nursery</p>	<p>Hot & Cold & On the Farm</p>	<p>Spring 1 <u>Think Equal</u> <u>My Voice</u> Children to: <ul style="list-style-type: none"> • Demonstrate self-esteem and self-confidence. • Demonstrate a sense of empowerment and voice, regardless of their gender. <u>Healthy Minds C</u> Children to: <ul style="list-style-type: none"> • Name three things to do to calm their feelings. • Experience how calming can be easier after movement. <u>Kitchi's Moccasins</u> Children to: <ul style="list-style-type: none"> • Understand the importance of respecting everyone's ideas, thoughts and feelings. • Think about being inclusive and kind to others who might be different to them. <u>Helping Hands</u> Children to: <ul style="list-style-type: none"> • Understand that kind actions make a positive difference. • Name and appreciate contributions by people in their lives. • Understand that all jobs can be performed by both men and women. <u>Diego's Great Idea</u> Children to: <ul style="list-style-type: none"> • Understand that no one should be excluded. • Explore friendships with those who are different to them. • Recognise feelings and experience empathy. <u>Head, Heart and Hands</u> Children to: <ul style="list-style-type: none"> • Further develop their perspective-taking skills. • Understand kindness. • Associate the head with thought, heart with emotion and hands actions. <u>Additional PSED:</u> <u>Healthy Lives</u> <i>How do I look after myself?</i> Children to... <ul style="list-style-type: none"> • Develop more independence with self-care. (Put on their own coat & wellies etc) • Know how to keep safe online. (Safer Internet Day) </p>
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		<p>Spring 2 <u>Think Equal</u> <u>My Amazing Brain</u> Children to:</p> <ul style="list-style-type: none"> • Understand that we all have a brain. • Name one thing that brain can do. <p><u>Healthy Minds D</u> Children to:</p> <ul style="list-style-type: none"> • Learn to apologise sincerely and offer help to another. • Say how it feels on the inside to forgive someone. • Name one thing they are grateful for and why. • Describe how gratitude feels on the inside. • Name people in their community who help them. • Say 'thank you' when someone does something kind for them. <p><u>Home</u> Children to:</p> <ul style="list-style-type: none"> • Understand that all people deserve shelter. • Understand that homes around the world look different. • Name similarities and differences among homes around the world. <p><u>A Time to Be Noisy</u> Children to:</p> <ul style="list-style-type: none"> • Recognise feelings of excitement and frustration. • Identify strategies to help regulate emotions. • Understand that all emotions and feelings are okay. <p><u>Additional PSED:</u> <u>Healthy Lives</u> <i>How do I keep myself healthy?</i> Children to... Know the importance of oral hygiene and how often they should clean their teeth. (World Oral Health Day)</p>
<p>Spring - Reception</p>	<p>It's Cold Outside & Amazing Africa</p>	<p>Spring 1 <u>Think Equal</u> <u>Exploring Sensations</u> Children to:</p> <ul style="list-style-type: none"> • List vocabulary words that describe various sensations.

- Practise paying attention to sensations.
- Learn 'Help Now!' strategies for regulating the body.

Passing Clouds

Children to:

- Recognise and name different feelings.
- Recall strategies to help them have control over their own feelings.

Yoshi is Different

Children to:

- Demonstrate confidence in themselves and their unique talents.
- Show empathy towards others who have different ideas and/or interests.

Nisha and the Tiger

Children to:

- Show compassion for all creatures – animals and humans.
- Express empathy for others.

Francisco's Family

Children to:

- Understand that different families often share similarities but are also different in many ways.
- Identify things that make their family unique.

Help Now!

Children to:

- Continue to practise paying attention to sensations.
- Learn additional 'Help Now!' strategies for regulating the body.

Additional PSED:

Healthy Lives

How do I keep myself healthy?

Children to...

- Know the importance of healthy eating and be able to explain a balanced diet in simple terms.
- Continue to manage their own basic self-care needs. (Zips and Velcro etc)
- Know how to keep safe online. (Safer Internet Day)

Spring 2

Think Equal

Zelda Goes on Holiday

Children to:

- Demonstrate an understanding of compassion for those less fortunate than them.

		<ul style="list-style-type: none"> ● See things from a different perspective. <p><u>The Monster in the Smoke</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate an instance of critical thinking. ● Understand that they can speak out when they see something unfair. ● Begin to understand justice on a basic level. ● Demonstrate critical thought. ● Practice collaboration. <p><u>Nothando's Journey</u> Children to:</p> <ul style="list-style-type: none"> ● Identify unpleasant emotions. ● Practice calming strategies. ● Review the five senses. <p><u>Reha to the Rescue</u> Children to:</p> <ul style="list-style-type: none"> ● Recognise various emotions. ● Demonstrate various ways these emotions can be displayed (face, body etc) ● Understand that all creatures are important and can be cared for in safe ways. <p><u>Additional PSED:</u> <u>Healthy Lives</u> <i>How do I keep myself healthy?</i> Children to...</p> <ul style="list-style-type: none"> ● Know the importance of sleep and rest. <p>Know the importance of oral hygiene and how often they should clean their teeth. (World Oral Health Day)</p>
Term	Topic	Key Focus Skills
Summer - Nursery	Growing & Wonderful Water	<p><u>Summer 1</u> <u>Think Equal</u> <u>I Love My Planet</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate a sense of responsibility for Earth. ● Understand the importance of saving our natural resources. ● Understand the interconnectedness of all living creatures. <p><u>Anjali's Kite</u> Children to:</p>

- Understand the importance of kindness and sharing.
- Take the perspective of others.
- Work collaboratively.

Healthy Minds E

Children to:

- Say one way they are the same and different from others.
- Name one thing that everyone wants – peace.
- Identify ways in which we depend on others.
- Describe how it feels on the inside when someone is kind to them.
- Tell how it feels on the inside to be kind to animals.
- Tell how they can take care of insects.

Sizwe's Smile

Children to:

- Understand that positive actions can have a positive effect on others and ourselves.

Additional PSED:

Healthy Lives

How do I keep myself healthy?

Children to...

- Make healthy choices about food, knowing some foods that are healthy and unhealthy.

Summer 2

Think Equal

My Special Hair

Children to:

- Value themselves and express a healthy sense of identity.
- Celebrate diversity.

Mum Loves Me So Much/Dad Loves Me So Much

Children to:

- Understand that everyone deserves to feel loved and cared for.
- Recognise gender equality in family roles.

Healthy Minds F

Children to:

- Name three gifts the Earth gives to us.
- Name three ways they can take care of the Earth.
- Reflect on their learning.

		<ul style="list-style-type: none"> ● Share acts of kindness and ways to spread kindness. <p><u>Caring Animals</u> Children to:</p> <ul style="list-style-type: none"> ● Develop their own narratives as a reflection of the Think Equal content. <p>Understand and explain how to create a book.</p>
<p>Summer - Reception</p>	<p>Changing and Growing & Under the Sea</p>	<p><u>Summer 1</u> <u>Think Equal</u> <u>My Amazing Brain A</u> Children to:</p> <ul style="list-style-type: none"> ● Understand that we all have a brain. ● Name three things the brain can do. <p><u>A Tiny Seed: The Story of Wangari Maathai</u> Children to:</p> <ul style="list-style-type: none"> ● Recognise the importance of trees. ● Understand that one person can make a positive difference. <p><u>My Amazing Brain B</u> Children to:</p> <ul style="list-style-type: none"> ● Understand that neurons create pathways in the brain. ● Understand that the brain is growing and can always become stronger. <p><u>Our Home</u> Children to:</p> <ul style="list-style-type: none"> ● Demonstrate a sense of responsibility towards the environment. ● Tell one way they will help to care for Earth. ● Name on way they will practise peace. <p><u>Additional PSED:</u> <u>Healthy Lives</u> <i>How do I keep myself healthy?</i> Children to...</p> <ul style="list-style-type: none"> ● Know the importance of hygiene. ● Know the importance of exercise. <p><u>Summer 2</u> <u>Think Equal</u> <u>Gokul's Game</u> Children to:</p>

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| | | <ul style="list-style-type: none">● Continue to name and identify emotions in themselves and others (i.e., lonely, left out, included)● Describe the difference between what it feels like to be lonely/left out and what it feels like to be included.● Name strategies that they can use to help others feel included. |
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My Dream in the Drawer

Children to:

- Set a long term goal.
- Understand that gender does not affect one's dreams.

Sydney the Seahorse

Children to:

- Discuss diversity in skin colours positively.
- Express that people's skin is different shades of brown.

Deji and Nnedi and the Very Large Cushion

Children to:

- Practise strategies for peaceful conflict resolution based on empathising with others and conversation.
- Show perspective taking skills.

Key Stage 1	Relationships	Health and Wellbeing	Living in the Wider World
<p>Year 1 knowledge Pupils should know:</p>	<p>What is the same and different about us? -Ourselves and our bodies and differences: individuality: our bodies</p> <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body and that parts of bodies covered with underwear are private <p>RSE material: Me and My Friends- To know what it means to be a good friend.</p> <p>Who is special to us? Ourselves and others: people who care for us; groups we belong to; families.</p> <ul style="list-style-type: none"> • that family is one of the groups they belong to, as 	<p>What helps us stay healthy? -Being healthy; hygiene; medicines; people who help us with health</p> <ul style="list-style-type: none"> • what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>Who helps to keep us safe? -keeping safe; people who help us</p> <ul style="list-style-type: none"> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard 	<p>What can we do with money? -Money: making choices; needs and wants</p> <ul style="list-style-type: none"> • what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this <p>How can we look after each other and the world? -Ourselves and others; the world around us; caring for others; growing and changing</p>

	<p>well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/ enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<ul style="list-style-type: none"> • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say 	<ul style="list-style-type: none"> • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
<p>Year 2 knowledge Pupils should know:</p>	<p>What makes a good friend? - Friendships; feeling lonely; managing arguments</p> <ul style="list-style-type: none"> • how to make friends with others 	<p>What helps us to stay safe? -Keeping safe; recognising risk; rules</p> <ul style="list-style-type: none"> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; 	<p>What jobs do people do? - People and jobs; money; roles of the internet</p> <ul style="list-style-type: none"> • how jobs help people earn money to pay for

	<ul style="list-style-type: none"> • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy <p>What is bullying? -Behaviour; bullying; words and actions; respect for others</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a 	<p>in relation to medicines/ household products and online)</p> <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them <p>What can help us grow and stay healthy? -Being healthy; eating, drinking, playing and sleeping</p> <ul style="list-style-type: none"> • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun 	<p>things they need and want</p> <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
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	<p>trusted adult and the importance of doing so</p>	<p>How do we recognise our feelings? feelings; mood; times of change; loss and bereavement; growing up</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it 	
<p>Year 2: Zippy</p>	<p>The six modules cover:</p> <ul style="list-style-type: none"> • Feelings • Communication • Friendship - making and breaking relationships • Conflict - solving problems • Change and Loss • Moving forward <p>Children develop their own positive strategies to deal with problems through engaging activities: listening to stories, discussion, games, role-play and drawing.</p>		

Lower Key Stage 2	Relationships	Health and Wellbeing	Living in the Wider World
<p>Year 3 knowledge Pupils should know:</p>	<p>How can we be a good friend? - Friendships; making positive friendships, managing loneliness, dealing with arguments.</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>What keeps us safe? - keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services <p>Why should we eat well and look after our teeth? - Being healthy; eating well; dental care</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods 	<p>What makes a community? -Community; belonging to groups; similarities and differences; respect for others</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them

	<p>To understand what makes a good friend and what friendship means (RSE material- making friends).</p> <p>What are families like? - families; family life; caring for each other</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<ul style="list-style-type: none"> • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <p>Why should we keep active and sleep well? Being healthy: keeping active, taking rest</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 	
<p>Year 3: Apple</p>	<p>The six modules cover:</p> <ul style="list-style-type: none"> • Feelings 		

	<ul style="list-style-type: none"> ● Communication ● Friendship ● Conflict ● Change and Loss ● Moving forward <p>The programme reinforces skills learnt in Zippy's Friends for 5-7 year olds but children do not need to have taken part in Zippy's Friends to complete Apple's Friends; it is an independent programme.</p>		
<p>Year 4 knowledge Pupils should know:</p>	<p>To understand the effects of bullying on others (RSE material-Ant bullying week)</p> <p>(RSE materials- Respecting differences) To understand the need to respect differences, accept our differences and strengthen our uniqueness</p> <p>How do we treat each other with respect? - Respect for self and others; courteous behaviour; safety; human rights</p> <ul style="list-style-type: none"> ● how people's behaviour affects themselves and others, including online ● how to model being polite and courteous in different situations and recognise the 	<p>What strengths, skills and interests do we have? - Self-esteem: self-worth; personal qualities; goal setting; managing set backs</p> <ul style="list-style-type: none"> ● how to recognise personal qualities and individuality ● to develop self-worth by identifying positive things about themselves and their achievements ● how their personal attributes, strengths, skills and interests contribute to their self-esteem ● how to set goals for themselves ● how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>How can we manage our feelings? - Feelings and emotions; expression of feelings; behaviour</p> <ul style="list-style-type: none"> ● how everyday things can affect feelings ● how feelings change over time and can be experienced at different levels of intensity ● the importance of expressing feelings and how they can be expressed in different ways 	<p>How can our choices make a difference to others and the environment? -Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</p> <ul style="list-style-type: none"> ● how people have a shared responsibility to help protect the world around them ● how everyday choices can affect the environment ● how what people choose to buy or spend money on can affect others or the

	<p>respectful behaviour they should receive in return</p> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ul style="list-style-type: none"> • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings <p>How can drugs common to everyday life affect health? - Drugs, alcohol and tobacco; healthy habits</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping • - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <ul style="list-style-type: none"> • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
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		<p>How can we manage risk in different places? - Keeping safe; out and about; recognising and managing risk</p> <ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	

Upper Key Stage 2	Relationships	Health and Wellbeing	Living in the Wider World
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<p>Year 5 knowledge Pupils should know:</p>	<p>How can friends communicate safely? - Friendships; relationships; becoming independent; online safety</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable 	<p>What makes up our identity? - Identity; personal attributes and qualities; similarities and differences; individuality; stereotype</p> <ul style="list-style-type: none"> • how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others • How can we help in an accident or emergency? - Basic first aid, accidents, dealing with emergencies • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services <p>How will we grow and change? -Growing and changing; puberty</p>	<p>What decisions can people make with money? Money; making decisions; spending and spending</p> <ul style="list-style-type: none"> • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
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	<ul style="list-style-type: none"> • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety <p>RSE Material- Friendship cookies/ manifesto.</p> <p>RSE materials- Keeping safe</p>	<ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty <p>What jobs would we like? - Living in the wider world</p> <p>Careers; aspirations; role models; the future</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be • voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of • jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions 	
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<p>Year 5: Passport</p>	<p>The 17 sessions are divided into five modules which cover:</p> <ul style="list-style-type: none"> ● Emotions ● Relationships ● Difficult Situations ● Fairness, Justice and What is Right ● Change and Loss <p>Children develop their own positive strategies to deal with problems through engaging activities: reading the comic strips, discussion, role-play and games. They use the colourful game board to find as many solutions as possible. There are also Home Activities to reinforce learning at home with the family.</p>		
<p>Year 6 knowledge Pupils should know:</p>	<p>What will change as we become more independent? How do friendships change as we grow? - Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> ● that people have different kinds of relationships in their lives, including romantic or intimate relationships ● that people who are attracted to and love each other can be of any gender, ethnicity or faith; 	<p>How can we keep healthy as we grow? -Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <ul style="list-style-type: none"> ● how mental and physical health are linked ● how positive friendships and being involved in activities such as clubs and community groups support wellbeing ● how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices ● how to benefit from and stay safe in the sun 	<p>How can the media influence people? - Media literacy and digital resilience; influences and decision-making; online safety</p> <ul style="list-style-type: none"> ● how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions ● that not everything should be shared online or social media and that there are rules about this, including the distribution of images ● that mixed messages in the media exist (including about health, the news and different groups of people)

	<p>the way couples care for one another</p> <ul style="list-style-type: none"> ● that adults can choose to be part of a committed relationship or not, including marriage or civil partnership ● that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime ● how puberty relates to growing from childhood to adulthood ● about the reproductive organs and process. How babies are conceived and born and how they need to be cared for. (Parental permission needed) ● That there are ways to prevent a baby being made. (Parental permission needed) ● how growing up and becoming more independent comes with ● increased opportunities and responsibilities 	<ul style="list-style-type: none"> ● how and why to balance time spent online with other activities ● how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ● how to manage the influence of friends and family on health choices ● that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one ● how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them ● how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school ● that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on ● that anyone can experience mental ill-health and to discuss concerns with a trusted adult ● that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>and that these can influence opinions and decisions</p> <ul style="list-style-type: none"> ● how text and images can be manipulated or invented; strategies to recognise this ● to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts ● to recognise unsafe or suspicious content online and what to do about it ● how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them ● how to make decisions about the content they view online or in the media and know if it is appropriate for their age range ● how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue ● to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have ● to discuss and debate what influences people's decisions,
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	<ul style="list-style-type: none">• how friendships may change as they grow and how to manage this• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing		taking into consideration different viewpoints