

PSHE

Know how/what and key concepts:		Know what/key concepts:	
Pride – How can I look after myself, others and the environment in the wider world?		Respect – What does a respectful relationship look like?	Empowerment – How can I keep myself healthy and look after my wellbeing?
	Autumn	Spring	Summer
EYFS	<p>The development of children’s personal, social and emotional development is an everyday occurrence from the moment children enter the EYFS. Children are guided and supported to manage their feelings and teaching points are naturally occurring. Children are supported to extend their vocabulary and understanding of feelings and relationships through circle times that begin in Nursery and as children move to Reception begin to follow the themes in line with Key Stage One.</p> <p>The Personal Social Development area of learning in the EYFS is broken down into three aspects: Self-Regulation, Building Relationships and Managing Self. By the end of the EYFS children are expected to:</p> <p>Self-regulation:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self:</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>Building Relationships:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers • Show sensitivity to their own and to others’ needs. 		
Key Stage 1			
Year 1	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - What rules are; caring for others’ needs; looking after the environment. -Using the internet and digital services; communicating online -Strengths and interests; jobs in the community <p>Key questions: What are rules and why are they important? How can I care for others? How can I look after the environment? How can I stay safe online? Can I recognise my strengths and interests?</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Roles of different people; families; feeling cared for. -Recognising privacy; staying safe; seeking permission -How behaviour affects others; being polite and respectful <p>Key questions: What are the roles of different people in my life? How should my family care for me? How can I ask for permission?</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Keeping healthy; food and exercise; hygiene routines; sun safety - Recognising what makes me special and unique; feelings; managing when things go wrong - How rules and age restrictions help us; keeping safe online <p>Key questions: How can I stay healthy? What makes me special and unique?</p>

	<p>Key vocabulary: Community, rules, needs, internet, strengths, interests, jobs, community.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p>	<p>Key vocabulary: caring, privacy, permission, behaviour, polite, respectful</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p>	<p>Key vocabulary: healthy, hygiene, keeping safe, feelings, emotions.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning:</p>
Year 2	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Belonging to a group; roles and responsibilities; being the same and different in the community - The internet in everyday life; online content and information - What money is; needs and wants; looking after money <p>Key questions: What does it mean to belong? What is my role in the community? What roles do different people have in the community? What role does the internet have? Can I trust everything I read on the internet? Do I understand what money is and how to keep it safe?</p> <p>Key vocabulary: Community, roles, responsibilities, internet, money, wants, needs.</p> <p>Cross curricular links: Money units of work in maths</p> <p>Links to Prior Learning: EYFS & Y1 Living in the wider world units.</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Making friends; feeling lonely and getting help - Managing secrets; resisting pressure and getting help; recognising hurtful behaviour - Recognising things in common and differences; playing and working cooperatively; sharing opinions <p>Key questions: What makes a good friend? What can I do if I'm feeling left out or lonely? Where can I go for help and support? What is hurtful behaviour?</p> <p>Key vocabulary: Relationships, safe, not safe, support, friend, hurtful.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning: EYFS & Y1 Relationships units.</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions:</p> <ul style="list-style-type: none"> - Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help - Growing older; moving class or year - Safety in different environments; risk and safety at home; emergencies <p>Key questions: How can I stay healthy (physically and mentally)? What can I do to look after myself? How do people change when they grow up? How can I keep safe at home? How do I deal with an emergency?</p> <p>Key vocabulary: Safe, growing up, changes, keeping healthy, mental, physical.</p> <p>Cross curricular links: Science- Humans & Other Animals: keeping healthy</p> <p>Links to Prior Learning: EYFS & Y1 Empowerment units.</p>
Key Stage 2			
Year 3	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p>

	<p>Key discussions:</p> <ul style="list-style-type: none"> - The value of rules and laws; rights, freedoms, and responsibilities - How the internet is used; assessing information online - Different jobs and skills; job stereotypes; setting personal goals <p>Key questions: Why are rules and laws important? What are my rights and freedoms? How can I access information safely online? What are job stereotypes?</p> <p>Key vocabulary: rules and laws, rights, freedoms, responsibility, stereotypes</p> <p>Cross curricular links:</p> <p>Links to Prior Learning: Y2 Autumn PSHE</p>	<p>Key discussions:</p> <ul style="list-style-type: none"> - What makes a family; features of family life - Personal boundaries; safely responding to others; the impact of hurtful behaviour - Recognising respectful behaviour; the important of self-respect; courtesy and being polite <p>Key questions: What does a healthy family look like? How can I set and respect personal boundaries of others? Can I discuss the importance of self-respect?</p> <p>Key vocabulary: Families, healthy and unhealthy relationships, personal boundaries, self-respect</p> <p>Cross curricular links:</p> <p>Links to Prior Learning: Y2 Spring PSHE</p>	<p>Key discussions:</p> <ul style="list-style-type: none"> - Health choices and habits; what affects feelings; expressing feelings; naming body parts; male and female - Personal strengths and achievements; managing and reframing setbacks - Risks and hazards; safety in the local environment and unfamiliar places <p>Key questions: Can I discuss healthy choices and habits? Can I reframe setbacks? How do I keep safe in my local environment and unfamiliar places?</p> <p>Key vocabulary: Healthy choices, expressing feelings, reframing setbacks, risks and hazards, safety.</p> <p>Cross curricular links:</p> <p>Links to Prior Learning: Y2 Summer PSHE Y2 Science- Keeping Healthy; Humans & other animals</p>
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<p>Year 4</p>	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community Media literacy and Digital resilience Money & work</p> <p>Key discussions: -What makes a community? ; shared responsibilities -How data is shared and used - Making decisions about money; using and keeping money safe</p> <p>Key vocabulary: Community, Responsibility, Compassion, Priorities, Spending decisions, Needs and wants</p> <p>Cross curricular links: Computing: data unit. Esafety – how we keep information safe. Digital resilience. Taught in Autumn term. Spending – links with maths and money.</p> <p>Links to Prior Learning: Year 3 (belonging to a community) Year 3 (money and work)</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships Safe relationships Respecting ourselves and others</p> <p>Key questions: -The importance of a positive friendship -Responding to hurtful behaviour -Managing confidentiality -Recognising risks online - Knowing when to seek support -Respecting similarities/ differences</p> <p>Key vocabulary: Concerns, Harassment, Bullying, Online and in person relationships, Views, Traditions, Background</p> <p>Cross curricular links: Computing – Esafety. How to stay safe online (Autumn term). RE – being respectful of different religions and views.</p> <p>Links to Prior Learning: Year 3 (families and friendships) No Outsiders- Can I show acceptance? Year 3 (safe relationships)</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing Growing and changing Keeping Safe</p> <p>Key discussions: -Maintaining a balanced lifestyle; oral hygiene and dental care -Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty -Medicines and household products; drugs and common everyday life</p> <p>Key vocabulary: Teeth, Healthy lifestyle, Physical illness Nutrition, Medicines, Habits, Health, Drugs, Vaccines, Allergies</p> <p>Cross curricular links: Teeth - Covered in Science – Can I identify the types and layers of teeth) PE – physical health. How to recognise early signs of illness. PE - A healthy balanced lifestyle.</p> <p>Links to prior learning: Can I explain what a balanced, healthy lifestyle is? (H2) <i>(Science – Covered in Y3 with nutrition lessons. Also covered in PE)</i> Year 3 (respecting ourselves) Year 3 (keeping safe)</p>
<p>Year 5</p>	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience; Money & Work</p> <p>Key discussions: - How to protect the environment -The importance of compassion towards others -Keeping information safe online; the role and impact of different media -Identifying job interests and aspirations; influences; stereotypes</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p>Key discussions: - How to manage friendships and peer influences -Physical contact and feeling safe -Respond respectfully to a wide range of people; recognising prejudice and discrimination</p> <p>Key vocabulary:</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions: - Healthy sleep habits; sun safety; medicines, vaccinations, immunisations, and allergies - Personal identity; recognising individuality and different qualities; mental wellbeing</p>

	<p>-Attitudes to money</p> <p>Key vocabulary: stewardship, friendship, compassion, data protection, social media, online, aspirations, career, job, influences, stereotype</p> <p>Cross curricular links: Y5 English, Autumn term Computing E-safety Maths- Spending and money</p> <p>Links to Prior Learning: Y4 Autumn Term PSHE</p>	<p>Consent, peer, influences, contact, respect, prejudice, discrimination, positive, friendship, acceptable/unacceptable, confidential, speak out, trolling, harassment, concern, self-respect,</p> <p>Cross curricular links: Y5 English, Of Thee I sing, Young Gifted and Black</p> <p>Links to Prior Learning: Y4 Spring Term PSHE</p>	<p>-Keeping safe in different situations, including responding to emergencies and first aid</p> <p>Key vocabulary: medicines, vaccinations, immunisations, allergies, identity, belonging, individuality, qualities, hygiene, gender identity, biological,</p> <p>Cross curricular links: Personal identity/ belonging through RE</p> <p>Links to Prior Learning: Y4 Summer term PSHE</p>
Year 6	<p><u>Living in the wider world – Pride</u></p> <p>Key concept/Skill: Belonging to a community; Media literacy; Digital resilience; Money & work</p> <p>Key discussions: -Valuing diversity; challenging discrimination and stereotypes -Evaluating media sources; sharing things online - Influencing and attitudes to money; money and financial risks</p> <p>Key vocabulary: Racism, diversity, community, stereotypes, influence, prejudice, discriminate/ discrimination freedom of speech, comply, restrictions, data sharing, distribution of images, value for money, risks, gambling, emotions</p> <p>Cross curricular links: Y6 English Catch up Unit ‘ Of Thee I Sing’ No Outsiders- Can I think about responses to immigration?</p> <p>Links to Prior Learning: Y5 Autumn Term PSHE</p>	<p><u>Relationships - Respect</u></p> <p>Key concept/Skill: Families and friendships; Safe relationships; Respecting ourselves and others.</p> <p>Key discussions: - Attraction to others; romantic relationships; civil partnership and marriage -Recognising and managing pressure; consent in different situations -Expressing opinions and respecting other points of view, including discussing topical issues</p> <p>Key vocabulary: Relationship, attraction, gender identity, sexual orientation, marriage, civil partnership, legal declaration, blended family, stability, security, consent, pressure, respectful, points of view</p> <p>Cross curricular links: Tudors- History</p> <p>Links to Prior Learning: Y5 Spring Term PSHE</p>	<p><u>Empowerment – Health and Wellbeing</u></p> <p>Key concept/Skill: Physical health and mental wellbeing; Growing and changing; Keeping safe</p> <p>Key discussions: - What affects mental health and ways to take care of it; managing change, loss and bereavement, managing time online - Human reproduction and birth; managing transitions -Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</p> <p>Key vocabulary: non-judgemental, mental health, intense, conflicting, proportionately, trusted adult, bereavement, reproduction, independence, age restrictions, legal drugs, habit, laws,</p> <p>Cross curricular links: Science- Humans & other animals; Keeping Healthy</p> <p>Links to Prior Learning: Y5 Summer term PSHE</p>

