



PSHE CURRICULUM MAP

How do we teach PSHE at the Trumpington Federation?

We use the Cambridgeshire Primary Personal Development Programme to ensure coverage and fulfilment of children's entitlement to a broad, balanced PSHE curriculum. We have implemented the long term plan 'B' within which Years 1, 3 and 5 are delivering the same themes, and Years 2, 4 and 6 are also working on parallel themes. The entire programme is covered over two years. Although children will be receiving different teaching, the plan is grouped mainly into strands, or similar themes, and therefore assemblies could still be coordinated to fit with broad teaching areas. Within this plan, Drug Education and RSE is also taught. Many of the themes within our PSHE teaching - such as Working Together, My Emotions and Rights, Rules and Responsibilities will be ongoing themes throughout the school year beyond any discrete PSHE teaching.

In addition to the above, teachers may plan PSHE lessons by making relevant links to topics - where possible, whilst considering the needs of the class. Through our assemblies and broader cultural capital opportunities, children will also receive a range of opportunities to develop their social, cultural and emotional understanding - for example through the UNICEF Rights Respecting School Award, School Council or links to other curriculum areas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery	<ul style="list-style-type: none"> -Can select and use activities and resources with help. -Welcomes and values praise for what they have done. -Enjoys responsibility of carrying out small tasks. -Is more outgoing towards unfamiliar people and more confident in new social situations. -Confident to talk to other children when playing, and will communicate freely about own home and community. -Shows confidence in asking adults for help. -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. -Can usually adapt behaviour to different events, social situations and changes in routine. Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. - Initiates play, offering cues to peers to join them. -Keeps play going by responding to what others are saying or doing. -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 					
EYFS Reception	<p>Beginning and Belonging</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and</p>	<p>Family and Friends</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early</p>	<p>Identities & Diversity</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early</p>	<p>My Body & Growing Up</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and</p>	<p>Keeping Safe incl Drug Educ</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and</p>	<p>Healthy Lifestyles</p> <p>Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and</p>

	<p>related Early Learning Goals:</p> <p>The Prime Areas</p> <p>Personal, social and emotional development</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their</p>	<p>Learning Goals:</p> <p>The Prime Areas</p> <p>Personal, social and emotional development</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and other's behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond</p>	<p>Learning Goals:</p> <p>The Prime Areas</p> <p>Personal, Social and Emotional Development</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond</p>	<p>development and related Early Learning Goals:</p> <p>The Prime Areas</p> <p>Physical Development</p> <p>Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer</p>	<p>development and related Early Learning Goals:</p> <p>The Prime Areas</p> <p>Physical Development</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Personal, Social and Emotional Development</p> <p>Self confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings</p>	<p>related Early Learning Goals:</p> <p>The Prime Areas</p> <p>Physical Development</p> <p>Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Personal, Social and emotional development</p> <p>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
--	---	---	--	--	---	--

	<p>behaviour to different situations, and take changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer</p>	<p>and take changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer</p>	<p>appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>The Specific Areas</p> <p>Understanding the World</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always</p>	<p>'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>The Specific Areas</p> <p>Understanding The World</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened</p>	<p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened</p>
--	--	---	---	--	---	---

	<p>instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p> <p>The Specific Areas</p> <p>Understanding the world</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and</p>	<p>'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p> <p>The Specific Areas</p> <p>Understanding the world</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities</p>	<p>enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Me and My World Learning Expectations</p> <p>This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related</p> <p>Early Learning Goals:</p> <p>The Prime Areas</p> <p>Personal, Social and Emotional Development</p> <p>Self confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about</p>		<p>questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
--	--	--	--	--	--	--

	<p>differences between themselves and others, and among families, communities and traditions.</p>	<p>and traditions.</p> <p>My Emotions Learning Expectations This unit will provide opportunities for children to develop their skills, knowledge, understanding and attitudes within the following areas of learning and development and related Early Learning Goals:</p> <p>The Prime Areas</p> <p>Personal, Social and Emotional Development</p> <p>Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take</p>	<p>their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing</p>			
--	---	---	---	--	--	--

		<p>changes of routine in their stride.</p> <p>Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Communication and language</p> <p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond</p>	<p>awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p> <p>The Specific Areas</p> <p>Understanding the World</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>			
--	--	--	--	--	--	--

		<p>appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events</p>				
Year 1	<p>Beginning and Belonging MMR4 BB12</p> <p>Be able to take part in discussions about behaviour that helps make the classroom a safe</p>	<p>Family and Friends MMR6 FF12</p> <p>Describe some of the qualities of friendship and to demonstrate skills in making friends.</p>	<p>Diversity and Communities Cit4 DC12</p> <p>Describe aspects of their identity, and recognise some similarities and differences</p>	<p>Relationships and Sex Education HSL6 RSE1</p> <p>Recognise names for the main external parts of the body.</p>	<p>Personal Safety HSL9 PS12</p> <p>Contribute to discussions about personal safety and take an active part in class activities.</p>	<p>Managing change MMR8 MC12</p> <p>Talk about ways in which they have changed since they were babies as well as identifying recent achievements</p>

	<p>and happy place to learn.</p> <p>Understand the agreed ground rules.</p> <p>Name the other children in their class and to take part in relationship building activities.</p> <p>Describe some emotions that someone new to the school might feel, and have some ideas of ways to help someone new to feel welcome.</p> <p>Identify people in their Safety Circle who can help them if they are worried or need support, and know how to ask for help.</p> <p>Show some simple strategies for helping other people who need support.</p>	<p>Develop some strategies for coping when they have friendship problems.</p> <p>Understand that friendships change.</p> <p>Recognise some similarities and differences between them and other children, and understand that difference is positive.</p> <p>Understand that there are different family patterns.</p> <p>Describe what is special about their own family and its members, and about other people they know.</p> <p>Know who they can talk to if they need help and how to ask for it.</p> <p>Anti Bullying MMR7 AB12</p>	<p>between themselves and others.</p> <p>Know about some similarities and differences in people's lifestyles, including different groups they and other people belong to.</p> <p>Describe places in their community, how they and others might use them, and who is available to help them.</p> <p>Understand how they can help look after the school environment, and make a contribution to doing so.</p> <p>Know what animals and plants need to survive, and how they can help look after them.</p>	<p>Name the sexual parts using colloquial and occasionally scientific words.</p> <p>Describe what their bodies can do and understand how amazing their body is.</p> <p>Show some understanding that their body belongs to them.</p> <p>Describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</p>	<p>Identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.</p> <p>Identify safer places to work and play and know what to do if they get lost.</p> <p>Identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.</p> <p>Drug Education HSL8 DE12</p> <p>Have a basic understanding of how things can get in the body and that</p>	<p>Know that change is a normal part of life and that sometimes we can plan for it and sometimes we can't</p> <p>Identify changes that they or other children might experience in their lives</p> <p>Name some emotions they or others might feel at particular times of change</p> <p>Suggest some strategies they might use to cope with times of change, including approaching others for help</p> <p>Know that change can be positive and something to look forward to</p>
--	--	--	---	--	---	--

		<p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p> <p>Start to understand that sometimes people are bullied because they may be different in some way from others.</p> <p>Describe how it feels to be bullied or see someone else being bullied.</p> <p>Demonstrate simple ways of responding to bullying including the need to be assertive.</p> <p>Demonstrate how to be kind to bullied children.</p> <p>Identify places where bullying may occur at school and be starting to suggest simple strategies to make</p>			<p>some can be helpful and some can be harmful.</p> <p>Be aware of safety rules concerning medicines and be able to name people who could help them take them safely.</p> <p>Understand that there can be alternatives to medicine use to feel better.</p> <p>Recognise simple risks and suggest ways of managing given scenarios.</p>	
--	--	---	--	--	--	--

		the school a safer place where bullying is less likely to occur.				
Year 2	<p>Right, Rules and Responsibilities</p> <p>Name some adults in school who look after them and describe their responsibilities.</p> <p>Describe some of the responsibilities they have in the classroom and towards family and friends.</p> <p>State classroom ground rules and explain how they have been made.</p> <p>Understand why we have classroom rules and describe what the classroom would be like without them.</p> <p>Explain what is</p>	<p>My Emotions</p> <p>Recognise feelings in others.</p> <p>Develop some strategies to deal with their own strong emotions, including calming and relaxing themselves.</p> <p>Know that there is a link between thoughts, feelings and behaviour.</p> <p>Begin to understand that how they feel can affect how they approach and tackle tasks, including learning, and have some strategies for regaining a positive frame of mind.</p> <p>Develop some understanding of</p>	<p>Working Together</p> <p>Name some of their own strengths and skills.</p> <p>Identify a new skill to develop.</p> <p>Understand and practise listening skills, take turns and make clear explanations.</p> <p>Understand and practise group work skills, including discussion, negotiation and co-operation.</p> <p>Be aware of how their strengths and skills can be useful in a group.</p> <p>Evaluate a group work task.</p> <p>Financial Capability</p>	<p>Relationships and Sex Education</p> <p>Recognise babies, children and adults of different ages and put them into age order</p> <p>Understand that human babies grow inside their mothers</p> <p>Describe the main physical developments which take place in early childhood</p> <p>Describe some of the changes in responsibilities and expectations during early childhood</p> <p>Understand a baby's basic needs</p> <p>Understand how dependent a baby is on parents/carers</p>	<p>Managing Risks</p> <p>Name a risky situation and suggest ways of reducing risk.</p> <p>Name some emotions people might feel in a risky situation.</p> <p>Say their full name and address and know when this might be useful.</p> <p>Suggest some people who might help them in a risky situation.</p> <p>Understand what is meant by an emergency and know ways they</p>	<p>Healthy Lifestyles</p> <p>Give examples of how to be healthy and to reflect on their own lifestyles and choices.</p> <p>Explain why healthy eating and physical activity are both important.</p> <p>Know the difference between being active and inactive and know how to maintain health.</p> <p>Say what changes physical and emotionally when they are active.</p> <p>Talk about food likes and dislikes and give reasons.</p> <p>Understand that</p>

	<p>meant by voting and be able to name some people who make decisions at school. Share information, opinions and feelings and listen to those of others, as part of a class discussion.</p>	<p>the difference between behaviour which is impulsive and that which is thought through</p> <p>With support, use a simple problem solving process and have some strategies to calm themselves down to be ready to solve a problem.</p> <p>Know what it feels and looks like to be assertive.</p> <p>Anti-bullying</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give examples of the different forms of bullying.</p> <p>Start to understand that sometimes people are bullied because they may be different in some way from others. • Be able to describe</p>	<p>Understand that we can receive and spend money in many ways.</p> <p>Know how to save and look after their money and why we might do so.</p> <p>Begin to understand the difference between wants and needs and the need for informed choices.</p> <p>Begin to understand family spending and the impact of choices.</p> <p>Begin to understand and manage some of the changing feelings associated with money.</p> <p>Have a simple understanding of what charities might do and why we have them.</p>	<p>to provide its basic needs.</p>	<p>and others might help in one.</p> <p>Safety Contexts</p> <p>Recognise dangers that traffic poses to them as car passengers and pedestrians.</p> <p>Identify safe places to cross in the local area.</p> <p>Know that wearing suitable clothing, a hat and sun cream are ways to stay safer in the sun.</p> <p>Explain a simple strategy for action if they are lost.</p> <p>Explain simple precautions to take when using playgrounds.</p> <p>Understand ways of preventing common accidents in school or on the school playground.</p>	<p>food can be divided into different groups and know that for good health we need a balanced diet.</p>
--	---	--	--	------------------------------------	---	---

		<p>how it feels to be bullied or see someone else being bullied.</p> <p>Start to demonstrate simple ways of responding to bullying including the need to be assertive.</p> <p>Demonstrate how to be kind to bullied children.</p> <p>Identify places where bullying may occur at school and be starting to suggest simple strategies to make the school a safer place where bullying is less likely to occur.</p>				
<p>Year 3</p>	<p>Beginning and Belonging</p> <p>Contribute ideas to</p>	<p>Family and Friends</p> <p>Describe some of</p>	<p>Diversity & Community</p> <p>Describe aspects of their identity, and to</p>	<p>Relationships and Sex Education</p> <p>Use the scientific</p>	<p>Personal Safety</p> <p>Contribute to discussions and listen to other viewpoints about</p>	<p>Managing Change</p> <p>Identify changes that they and other</p>

	<p>discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class.</p> <p>Identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school.</p> <p>Identify people at home, at school and in other contexts of their lives to include in their support networks.</p> <p>Know how they can access support and some ways they can help other people.</p>	<p>the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <p>Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</p> <p>Identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</p> <p>Identify special people in their support networks, and know from whom and how to access support.</p>	<p>recognise similarities and differences between themselves and others.</p> <p>Recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</p> <p>Know about groups and communities that exist locally, and the roles some people play in the community.</p> <p>Understand some different forms the media can take and some of what it does.</p> <p>Understand some of the needs of and how to care for the local environment.</p> <p>Know about the needs of animals, including pets, and</p>	<p>terms penis, testicles, breast and vagina and explain which parts are male and which are female</p> <p>Give several examples of the capabilities of their own bodies</p> <p>Describe familiar hygiene routines and understand the reasons for doing these things</p> <p>Anticipate new responsibilities for their personal hygiene</p> <p>Explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</p>	<p>personal safety and take an active part in class activities including using assertive voice and body language</p> <p>Identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</p> <p>Explain what their 'sixth sense' is and how this contributes to assessing different levels of risk.</p> <p>Identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Network of Support</p> <p>Drug Education</p>	<p>children may experience in their lives.</p> <p>Name emotions that may be involved in loss and change situations, and have some strategies for coping with them. • know what helps or hinders when they are experiencing difficult emotions.</p> <p>Understand how someone who experiences bereavement might feel.</p> <p>Know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</p> <p>Plan to make a chosen change happen.</p>
--	--	---	--	---	--	---

		<p>Recognise that people live in different family patterns.</p> <p>Anti-bullying</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying.</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.</p> <ul style="list-style-type: none"> • be able to describe the feelings of those involved in bullying including those who bully others. <p>Describe and demonstrate a</p>	<p>the responsibilities of humans towards them.</p>		<p>Name some medical and legal recreational drugs</p> <p>Have a basic understanding of how a drug can enter the body and the bloodstream</p> <p>Explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them</p> <p>Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help</p> <p>Know that nicotine and alcohol are drugs and describe some of their effects</p> <p>Begin to consider why some people choose to use nicotine and alcohol</p> <p>Think about influence and persuasion and will demonstrate some skills to counter these.</p>	
--	--	---	---	--	--	--

		<p>number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</p> <p>Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</p>				
<p>Year 4</p>	<p>Rights, Rules and Responsibilities</p> <p>Explain the difference between wants and needs.</p> <p>Explain why rights are important.</p> <p>Explain that rights come with responsibilities and explain how these</p>	<p>My Emotions</p> <p>Give an example of a physical, a social and an emotional risk.</p> <p>Give an example of how their friends might affect their decisions about risky situations.</p> <p>Name some</p>	<p>Working together</p> <p>Identify their own strengths and skills and those of others.</p> <p>Identify skills they would like to develop.</p> <p>Take part in a class learning challenge.</p> <p>Know how to show</p>	<p>Managing Risk and Safety Contexts</p> <p>Give an example of a physical, a social and an emotional risk.</p> <p>Give an example of how their friends might affect their decisions about risky situations.</p>	<p>Relationships and Sex Education RSE4</p> <p>Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy</p> <p>Explain that a baby grows from a male seed and a female</p>	<p>Healthy Lifestyles</p> <p>Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</p> <p>Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle.</p>

	<p>responsibilities affect their actions.</p> <p>Explain why rules are needed and be able to identify those which are necessary and useful.</p> <p>Participate in making class ground rules and show or explain what following the rules looks like.</p> <p>Suggest different ways of making a decision and ways they can influence decision making in school.</p> <p>Describe what a representative does.</p> <p>Take part in simple debating and voting.</p>	<p>emotions they might feel in a risky situation and how these might affect their body.</p> <p>Explain a strategy they could use for decision making in risky situations.</p> <p>Suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</p> <p>Name some people they could ask for help in a risky situation.</p> <p>Recognise an emergency and suggest suitable action.</p> <p>Anti-bullying</p> <p>Understand that bullying is deliberately hurtful behaviour and be</p>	<p>they are listening using their body, express opinions confidently and ask open questions.</p> <p>Work as a group to make decisions and solve a problem.</p> <p>Know how different people can contribute to a group task</p> <p>Persevere at a task.</p> <p>Evaluate a group task, including giving and receiving feedback.</p> <p>Financial Capability</p> <p>Know that we receive money through a variety of means, including paid work.</p>	<p>Name some emotions they might feel in a risky situation and how these might affect their body.</p> <p>Explain a strategy they could use for decision making in risky situations.</p> <p>Suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</p> <p>Name some people they could ask for help in a risky situation.</p> <p>Recognise an emergency and suggest suitable action.</p> <p>Know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic.</p>	<p>egg</p> <p>Explain ideas about being grown up and show they have a relatively realistic view of adulthood</p> <p>Identify an area for which they can take more responsibility</p> <p>Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>	<p>Understand some of the reasons people sometimes make unhealthy choices.</p> <p>Talk about some of the physical and mental benefits of exercise.</p> <p>Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</p> <p>State some of the influences on food choices and some of the persuasive methods used in advertising.</p> <p>Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.</p> <p>Talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</p> <p>Know why dental</p>
--	--	---	---	---	---	---

		<p>able to give a range of examples of different forms of bullying including simple forms of cyberbullying.</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life.</p> <ul style="list-style-type: none"> • be able to describe the feelings of those involved in bullying including those who bully others. <p>Describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</p> <p>Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school</p>	<p>Know ways to keep money safe, including saving it.</p> <p>Understand that some of the ways we use money can make it grow or involve risk.</p> <p>Understand that we make choices about spending for many different reasons.</p> <p>Begin to understand that the choices we make affect us, our communities and the wider world.</p> <p>Begin to understand and manage the sometimes uncomfortable and changing feelings we have about money.</p> <p>Begin to understand that money may have different value and meaning to different people at different times and in different cultures.</p> <p>Know about the work of a charity</p>	<p>Understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take.</p> <p>Know some safety rules for beaches and inland waterways.</p> <p>Suggest some general rules for safety and ways they can contribute to their own safety on a school trip.</p> <p>Describe preventable and unintentional accidents.</p>		<p>hygiene is important and how they can look after their teeth.</p>
--	--	---	--	--	--	--

		a safer place where bullying is less likely to occur.	and why we might need it. Manage money effectively in real life situations.			
Year 5	Beginning and Belonging Collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn. Know the names of everyone in their class and be able to build new relationships. Know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions.	Family and Friends Identify the special people in their networks and to recognise how their networks have changed and developed. Have developed ways of beginning new friendships and of maintaining existing ones during times of change. Recognise and value differences between people and how that can be a positive aspect of their friendships. Have strategies for	Diversity and Communities Recognise aspects of their identity and understand how other people can influence their perception of themselves. Describe the ethnic make-up of their community and different groups that live in Britain. Recognise the negative effects of stereotyping and prejudice. Know about how they and others, including volunteers, contribute to the community.	Relationship and Sex Education Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions. Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently. Have a basic understanding about body image, and have learnt some ways to support a positive body image for	Personal Safety Contribute to discussions about personal safety by listening to other viewpoints Review trusted adults on their Network of Support Define honesty and take part in exploring dilemmas involving honesty and dishonesty. Define what risk and peer group pressure are and how to respond to them using safety planning.	Managing Change Identify a range of situations which involve loss and change. Recognise emotions associated with loss and change, and understand how these feelings can change. Identify what might help when experiencing difficult emotions. Know how they can

	<p>Identify a range of people in their Support Networks, and know how to access help and support.</p> <p>Have ideas for making new people feel welcome, and be able to offer support to others who need help.</p>	<p>managing some of the pressures in relationships.</p> <p>Understand the importance of groups within friendships and recognise some of the pressures which can occur in group situations.</p> <p>Know how to get support from people they trust and how they can support other people.</p> <p>Anti-bullying</p> <p>Describe the key characteristics and forms of bullying.</p> <p>Talk about personal reasons why someone may engage in bullying.</p> <p>Begin to identify</p>	<p>Understand about the role of the media and its possible influences.</p> <p>Understand some ways of caring for the environment and the contribution they can make.</p>	<p>themselves and others.</p> <p>Understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</p> <p>Understand ways they can prevent the spread of some bacterial and viral diseases.</p>	<p>Contribute to discussions around problem solving.</p> <p>Identify touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.</p> <p>Drug Education</p> <p>Categorise drugs as medical, non-medical, legal and illegal</p> <p>Understand the possible physical and psychological effects of some drugs</p> <p>Understand the roles of medicines and immunisations</p> <p>Recognise some reasons why people use and misuse drugs and be able to suggest some</p>	<p>access support and how they can support other people.</p> <p>Reflect on their own experiences of change and describe some ways they have affected them.</p> <p>Develop strategies for coping with future changes, including transition to secondary school</p>
--	---	--	--	--	---	---

		<p>and describe specific types of prejudice driven bullying.</p> <p>Describe the different roles of those involved in a bullying situation.</p> <p>Describe how peer pressure affects a situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</p> <p>Describe confidently and demonstrate a number of assertiveness techniques.</p> <p>Begin to identify places where bullying may take place in the community.</p>			<p>alternatives</p> <p>Understand some of the laws relating to drugs</p> <p>Recognise influence and pressure and have related this to peers and the media</p> <p>Identify risk and risk management strategies, know where they can get support and be able to identify some sources of reliable and accurate information.</p>	
--	--	---	--	--	---	--

Year 6	Rights, Rules and Responsibilities	My Emotions	Working Together	Relationships and Sex Education	Managing Risk	Financial Capability
	<p>State some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.</p>	<p>Recognise and describe feelings in themselves and others, including mixed emotions and moods.</p>	<p>Identify their own strengths and skills, those of others and know how these can complement each other.</p>	<p>Describe the main stages of sexual reproduction, using some scientific vocabulary</p>	<p>Describe a positive and negative consequence of taking a risk.</p>	<p>Have a broad view of what money is, including history, trade and currencies.</p>
	<p>Identify some of the links between rights, rules and responsibilities.</p>	<p>Communicate effectively how they are feeling, including reasons for that feeling.</p>	<p>Talk about skills they would like to develop and hopes for the future.</p>	<p>Describe some emotions associated with the onset of puberty and have strategies to deal with these positively</p>	<p>Give an example of a physical, social and emotional risk.</p>	<p>Understand that occupations require different skills and allow for different earnings, the deductions from which support others in the community.</p>
	<p>Suggest useful ground rules and give examples of what following the rules looks like.</p>	<p>Regularly use some strategies to manage their feelings, including calming and relaxing themselves.</p>	<p>Understand that the ability to learn is a valuable skill.</p>	<p>Understand that puberty affects people in different ways, both physically and emotionally</p>	<p>Evaluate how risky something is and explain their reasoning.</p>	<p>Know that the choices we make and the ideas we have about money change according to individual circumstances, values, beliefs and culture.</p>
	<p>Understand how rights and responsibilities can sometimes conflict with each other and suggest ways of resolving this in different situations.</p>	<p>Begin to develop strategies for understanding and responding sensitively to others' emotions.</p>	<p>Know some skills which might be useful in a range of jobs.</p>	<p>Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt</p>	<p>Describe a situation where they are responsible for their own safety and talk about the influence of others.</p>	<p>Understand how our choices can have an impact on</p>
	<p>Know the different</p>	<p>Use some</p>	<p>Communicate effectively, using listening, negotiation, debating and chairing skills.</p>	<p>Describe some</p>	<p>Understand and use the 'Stop, Decide, Do' strategy.</p>	<p>Name some people in their network they would</p>

	<p>roles of parliament, MPs and local councils and know how they can contact these to present their views.</p> <p>Research and take part in a debate about a local issue. We are needed in society and explain some reasons why people sometimes break them.</p> <p>Understand the role of parliament, MPs, local councils and councillors and link this with school councils.</p> <p>Express their views on a moral or social question and listen to the views of others.</p>	<p>strategies to regain a more positive outlook if necessary, understanding why and when this might be helpful.</p> <p>Understand why and how they might become overwhelmed by strong emotions and have some strategies to help themselves, including asking for help.</p> <p>Use a simple problem solving process and sometimes support others to do so too.</p> <p>Know what it feels and looks like to be assertive and understand some situations where being assertive</p>	<p>Recognise influences on their decision making, including the media.</p> <p>Know how to persevere.</p> <p>Use evaluation and feedback to inform future work.</p>	<p>characteristics of loving, trusting relationships</p> <p>Understand a few reasons a couple might choose to have children</p> <p>Show awareness of some family arrangements which are different from their own.</p>	<p>approach for help and describe how they might do this.</p> <p>Name some organisations where people can get help and support.</p> <p>Know how to respond supportively when someone shares a problem with them.</p> <p>Know how to put someone in the recovery position and make an emergency call.</p> <p>Safety Contexts</p> <p>Explain basic road safety rules, e.g. Green Cross Code.</p> <ul style="list-style-type: none"> • know some 	<p>the local and wider communities.</p> <p>Understand that managing money is complex and may involve risk but there are people who can help.</p> <p>Have a broad view of what we mean by poverty and know something of its links with trade and charities.</p> <p>Understand that feelings around money can be complex, difficult and changeable.</p> <p>Manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget</p>
--	--	---	--	---	---	---

		<p>might be important.</p> <p>Anti-bullying</p> <p>Describe the key characteristics and forms of bullying.</p> <p>Talk about personal reasons why someone may engage in bullying.</p> <p>Identify and describe specific types of prejudice driven bullying.</p> <p>Describe the different roles of those involved in a bullying situation.</p> <p>Describe how peer pressure affects a</p>			<p>hazards associated with cycling and describe precautions they can take.</p> <p>Understand that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</p> <p>Recognise that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</p> <p>Know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</p>	

		<p>situation, and demonstrate simple strategies to intervene in a bullying situation and defend a person who is being bullied.</p> <p>Describe confidently and demonstrate a number of assertiveness techniques.</p> <p>Identify places where bullying may take place in the community.</p>			<p>Describe rules for maintaining safety at school and suggest ways in which the possibilities of accidents can be reduced</p>	
--	--	---	--	--	--	--

NB - In 2022/23, Year 4 will need to cover Drug education and focus on key units in Managing Safety and Risk due to gaps in prior knowledge.