

Subject: PSHE Long Term Plan

'Do not judge me by my successes, judge me by how many times I fell down and got back up again.' Nelson Mandela

Subject Intent

The overarching aim for PSHE Education is to provide children with:

- Accurate and relevant knowledge.
- Opportunities to turn that knowledge into personal understanding.
- Opportunities to explore, clarify and if necessary, challenge their own and other's values, attitudes, beliefs, rights and responsibilities.
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

EYFS & KS1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<u>Myself and My Relationships</u> Beginning and Belonging MMR1 BBF	<u>Myself and My Relationships</u> Family and Friends (inc. Anti-Bullying) MMR2 FFF My Emotions MMr3 MEF	<u>Citizenship</u> Identities and Diversity Cit1 IDF Me and My World Cit2 MWF	<u>Healthy & Safer Lifestyles</u> My Body and Growing Up HSL1 BGF	<u>Healthy & Safer Lifestyles</u> Keeping Safe (inc. Drug Education) HSL2 KSF	<u>Healthy & Safer Lifestyles</u> Healthy Lifestyles HSL3 HLF
Knowledge	-To know how to welcome new people. -To know how to make the classroom a safe and happy place.	-To know who is special to them and what makes those people special. -To know what a friend is. -To know the qualities of a good friend.	-To know the different people who make up a family. -To know the different place and features in their neighbourhood.	-To know what our bodies can do in physical actions, play, its different functions.	-To know if something is safe or unsafe. -To know simple safety rules for when they are at home, at school or out and about.	-To know how to keep their body healthy. -To know what exercise is and why it is good for us.

	-To know right and wrong.		-To know the different plants and animals in our neighbourhood (Link to Science Term 6) <i>Link to History topic 'Me and my family' taught in Term 1.</i>	-To know how our bodies have changed since birth. -To know how to look after our bodies and to keep them clean giving examples of what needs to be done. -To know the physical features or characteristics of what they and others look like. -To describe similarities and differences using the physical characteristics. -To know the names of the external sexual body parts of penis, vagina, vulva and testicle. - To know the male sexual parts are called penis and testicle. - To know the female sexual parts are called vagina and vulva.	- To know the people who keep them safe. - To know the safety rules relating to medicines.	-To know why rest and sleep are good for us. -To know why food and drink are good for us.
Skills	<ul style="list-style-type: none"> - Recognise what is special about themselves. - Understand similarities and differences. 	<ul style="list-style-type: none"> - Develop problem solving skills for falling out. - Understand ways they can make themselves and others to feel better. 	<ul style="list-style-type: none"> - Identify similarities and differences. - Develop ways that we can look after our local environment. 	<ul style="list-style-type: none"> - Recognise their own feelings about growing up. - Identify similarities and differences about our bodies. 	<ul style="list-style-type: none"> - Develop strategies for when they feel worried or unsafe. - Understand unsafe situations. 	<ul style="list-style-type: none"> - Recognise when they feel good and healthy and why this is. - Recognise when they feel ill or not so good and why this is.

				<ul style="list-style-type: none"> - Talk positively about their bodies. - To be able to describe how they look using physical features. 		
Vocabulary	<ul style="list-style-type: none"> -Belonging in the class -Likes and dislikes -Similarities and differences -Goals -Ground Rules -Rights Rules and Responsibilities -Right and wrong -Fair and unfair 	<ul style="list-style-type: none"> -Difference and diversity -Kind and unkind -Bullying -Assertive -Supporting others -Emotions -Feelings -Fair and unfair -Loss and change -Empathy 	<ul style="list-style-type: none"> -Similarities, difference and diversity -Respecting and valuing others -The way we live -Neighbourhood -Our beliefs -Routines, customs and traditions -Culture, race and religion 	<ul style="list-style-type: none"> -Body parts – External sexual parts: vagina, vulva, penis, and testicle External parts: hands, feet, bottom, head and teeth -Shapes and sizes -Self-care skills -Change and responsibilities 	<ul style="list-style-type: none"> -Risk -Good and bad secrets -Good and bad touches -Real and pretend -Lost and found -Road Safety -Safe use of medicines -Medicines, pills, injections 	<ul style="list-style-type: none"> -Healthy -Food and drink -Exercise -Rest and sleep -Leisure
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1 POS	<p><u>Myself and My Relationships</u></p> <p>Beginning and Belonging MMR4 BB12</p>	<p><u>Myself and My Relationships</u></p> <p>Family and Friends MMR6 FF12</p> <p>Anti-Bullying (AB Week) MMR7 AB12 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)</p>	<p>Citizenship Diversity and Communities Cit4 DC12</p> <p>(Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)</p>	<p><u>Healthy & Safer Lifestyles</u></p> <p>Sex and Relationships Education HSL6/RS1</p> <p>Drug Education HSL8 DE12</p>	<p><u>Healthy & Safer Lifestyles</u></p> <p>Personal Safety HSL9 PS12</p>	<p><u>Healthy & Safer Lifestyles</u></p> <p>Managing Change MMR8 MC12</p>
Knowledge	-To know the way they need to act in order to	-To know what a friend is and does.	-To know how the roles of boys and girls can be stereotyped	-To know the names of the external main body parts such as arm, leg,	-To know who trusted adults are in their life.	-To know that change is a normal part of life and that sometimes we can

	<p>keep the classroom safe and happy.</p> <ul style="list-style-type: none"> -To know the feelings associated with being new to a school/place. -To know who/what might help them when they are in a new situation or need support. -To know how to ask for help. 	<ul style="list-style-type: none"> -To know how to make friends and keep friends. -To know that friendships change -To know what is the similar and different between their peers -To know who the special people are in the child's family. -To know how to seek help and who to get it from. 	<ul style="list-style-type: none"> -To know about their own culture and beliefs -To know that their community is made up of different cultures -To know who the people are in the community who can help them. -To know how we can help look after the school environment. -To know what animals and plants need to survive, and how they can help look after them. 	<p>elbow, stomach and chest</p> <ul style="list-style-type: none"> -To know the names of the external sexual parts of penis, testicles, vagina and vulva. - To know the words female and male and be able to use them correctly. -To know how to keep their body clean. -To know the importance of hand washing and using a tissue. -To know how personal hygiene can prevent the spread of disease. 	<ul style="list-style-type: none"> -To know how to assess risks and keep safe. -To know how and when to say 'no'. 	<p>plan for it and sometimes we can't.</p> <ul style="list-style-type: none"> -To know that change can be positive and something to look forward to.
Skills	<ul style="list-style-type: none"> -Be able to take part in discussions. -Understand the agreed ground rules. -Be able to name the other children in their class. -Be able to describe emotions and how they feel. 	<ul style="list-style-type: none"> -Develop strategies for coping when friendship problems occur. -Understand that there are different family patterns. -Be able to describe what is special about their own family 	<ul style="list-style-type: none"> -Describe aspects of their identity, and recognise similarities and differences between themselves and others. -Describe places in their community, how they and others might use them, and who is available to help them. -Understand how they can help look after the school environment, and make a contribution to doing so. 	<ul style="list-style-type: none"> -Name the main external parts of the body. -Name the sexual parts using colloquial and occasionally scientific words. -Describe what their bodies can do and understand how amazing their body is. -Describe basic personal hygiene routines. 	<ul style="list-style-type: none"> -Be able to contribute to discussions about personal safety. -Identify safer places to work and play and know what to do if they get lost. -Identify the difference between good and bad secrets as well as 'yes' and 'no' touches. -Understand that they are able to say 'no' and tell someone in their Safety Circle. 	<ul style="list-style-type: none"> -Explain how they have changed since they were babies -Name emotions they or others might feel at particular times of change -Identify strategies used to cope with times of change.

Vocabulary	<ul style="list-style-type: none"> -Belonging -Ground rules -Similarities and differences -Recognising feelings -Calming down -Problem solving -Asking for help 	<ul style="list-style-type: none"> -Friendship -Special people -Families -Changing friendship patterns -Valuing difference -Different points of view -People who help -Physical, mental and emotional wellbeing 	<ul style="list-style-type: none"> -Similarities and differences -Valuing diversity -Cultures and beliefs -Respect -Community -Stereotypes 	<ul style="list-style-type: none"> • External parts of the Body: stomach, chest, arm, leg, elbow External sexual parts: penis, vulva, vagina and testicles • Personal hygiene Medicines • health professionals • Feeling ill, feeling better • Being persuaded 	<ul style="list-style-type: none"> -Feeling lost -Trust -Feeling safe -Uncomfortable feelings -Good and bad secrets -Promises, tricks and threats -Good and bad touches -Internet safety 	<ul style="list-style-type: none"> -Friendship patterns -Responsibilities -Habits -Transitions -Losing things -Sharing people
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2 POS	<u>Citizenship</u> Rights, Rules and Responsibilities CIT5/RR12	<u>Myself and My Relationships</u> My Emotions MMR5/ME12 Anti-bullying (AB Week) AB12 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Economic Wellbeing</u> Financial Capability EW1/FC12 <u>Citizenship</u> Working Together CIT3/WT12 E-safety (SID) ENR/ES12 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Sex and Relationships Education HSL10/RS2	<u>Healthy & Safer Lifestyles</u> Managing Risk HSL4/MR12	<u>Healthy & Safer Lifestyles</u> Healthy Lifestyles HSL7/HL12
Knowledge	<ul style="list-style-type: none"> -To know the responsibilities of both adults and children in school. -To know why we have classroom rules and describe what the 	<ul style="list-style-type: none"> -To know that there is a link between thoughts, feelings and behaviour. -To know that how they feel can affect how they approach and tackle tasks, 	<ul style="list-style-type: none"> -To know that we can receive and spend money in many ways. -Know how to save and look after their money and why we might do so. 	<ul style="list-style-type: none"> - To know that humans produce babies that grow into children and then into adults. (Science) -To know that as babies grow they change 	<ul style="list-style-type: none"> -To know what a risky situation is and understand ways of reducing risk. -To know how to identify people who might help them in a 	<ul style="list-style-type: none"> -To know how to be healthy. -To know the difference between being active and inactive and know how to maintain health.

	<p>classroom would be like without them.</p> <p>-To know what is meant by voting and be able to name some people who make decisions at school.</p>	<p>including learning, and have some strategies for regaining a positive frame of mind.</p> <p>-To know the difference between behaviour which is impulsive and that which is thought through.</p> <p>-To know what it feels and looks like to be assertive.</p>	<p>-To know the difference between wants and needs and the need for informed choices.</p> <p>-To know what charities might do and why we have them.</p> <p>-To know some of their own strengths and skills.</p> <p>- To know how to take turns and make clear explanations.</p> <p>-To know how their strengths and skills can be useful in a group.</p>	<p>physically, socially and emotionally. (Science)</p> <p>-To know that human babies grow inside their mothers until they are ready to be born. (Science)</p> <p>-To know the basic needs of babies.</p> <p>-To know how dependent a baby is on parents to provide its basic needs.</p>	<p>risky situation.</p> <p>-To know what is meant by an emergency and know ways they and others might help in one.</p>	<p>-To know both physical and emotional changes when they are active.</p> <p>-To know that food can be divided into different groups and know that for good health we need a balanced diet.</p>
Skills	<ul style="list-style-type: none"> - Share information, opinions and feelings and listen to those of others, as part of a class discussion. - Develop their own sense of responsibility. 	<ul style="list-style-type: none"> - To recognise their own feelings and the feelings of others. - Develop strategies to deal with their own strong emotions, including calming and relaxing themselves. 	<ul style="list-style-type: none"> - Share their own feelings about money. - Listen to others and understand their differing views. - Mathematical knowledge of money. - To identify a new skill to develop. - Listening skills - Develop group work skills, including discussion, negotiation and co-operation. 	<ul style="list-style-type: none"> - To describe some of the changes in responsibilities and expectations during early childhood. - To describe the main physical developments which take place in early childhood. 	<ul style="list-style-type: none"> - To name some emotions people might feel in a risky situation. - To say their full name and address and know when this might be useful. 	<ul style="list-style-type: none"> - To explain why healthy eating and physical activity are both important. - To talk about food likes and dislikes and give reasons.

Vocabulary	<i>Rights, rules, responsibilities, democracy, voting, opinions, values, representatives</i>	<i>Feelings, emotions, expression, body language, impulsive behaviour, instinctive behaviour, mood, manage, calm, relaxed.</i>	<i>Cost, change, pay, bank, lottery, total, afford, spend, notes, charity, fund-raising, pocket money, save, chores, personal goals, behaviour, feelings, listening, discussion, negotiation, co-operation, team work, evaluate</i>	<i>Human lifecycle, baby, infant, toddler, teenager, adolescent, adult, elderly, milk teeth, adult teeth, responsibilities</i>	<i>Risk, emergency, safer, dangerous, community, personal information</i>	<i>Healthy living, diet, lifestyle, exercise, active, inactive, dairy, carbohydrates, protein, fats, fruit, vegetables</i>
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KS2

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Year 3 POS	<p><u>Myself and My Relationships</u> Beginning and Belongings MMR9/BB34</p> <p>(Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)</p>	<p><u>Myself and My Relationships</u> Family and Friends MMR11/FF34</p> <p>Anti-bullying (AB Week) MMR12/AB34</p>	<p><u>Citizenship</u> Diversity and Communities CIT7/DC34</p> <p>E-Safety (SID) ENR/ES34</p> <p>(Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)</p>	<p><u>Healthy & Safer Lifestyles</u> Sex and Relationships Education HSL13/RS3</p>	<p><u>Healthy & Safer Lifestyles</u> Personal Safety HSL16/PS34</p>	<p><u>Myself and My Relationships</u> Managing Change MMR13/MC34</p>
Knowledge	-To know how to identify people at home, at school and in other contexts of their lives to include in their support networks.	-To know the qualities of a good friend. -To know some ways to resolve conflict and other issues in friendships.	-To know how to recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.	-To know the main external parts of male and female bodies. -To know the scientific terms <i>penis, testicles, breast</i> and <i>vagina</i> and explain which parts are	-To know about personal safety. -To know how to identify trusted adults to include in their Network of	-To know the changes that they and other children may experience in their lives. -To know the emotions that may be involved in loss and change situations.

	<ul style="list-style-type: none"> - To know how they can access support and some ways they can help other people. -To know about people who help keep them safe outside the home. 	<ul style="list-style-type: none"> -To know the similarities and differences between themselves and their peers. -To know that people live in different family patterns. 	<ul style="list-style-type: none"> -To know about groups and communities that exist locally, and the roles some people play in the community. -To know some different forms the media can take and some of what it does. -To know some of the needs of and how to care for the local environment. -To know about the needs of animals, including pets, and the responsibilities of humans towards them. 	<ul style="list-style-type: none"> male and which are female. Link to Year 1 RS1 – Term 4 -To know the capabilities of their own bodies. - To know and describe hygiene routines such as brushing teeth and washing hair, and understand the reasons for doing these things. -To know how common illnesses such as colds or tummy bugs are spread through germs entering the body. 	<ul style="list-style-type: none"> Support, and who they can go to if they have a worry or a ‘no’ or ‘I’m not sure’ feeling. - To know 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 - To know body parts, including the sexual parts. 	<ul style="list-style-type: none"> -To know what helps or hinders when they are experiencing difficult emotions. -To know how someone who experiences bereavement might feel. -To know who they can talk to if they are experiencing difficult emotions, and how to ask for help.
Skills E	<ul style="list-style-type: none"> - Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. - Be able to identify emotions that they or someone else 	<ul style="list-style-type: none"> - To identify special people in their support networks, and know from whom and how to access support. - Be able to recognise there are sometimes different points of view in a situation. 	<ul style="list-style-type: none"> - To describe aspects of their identity. - To recognise similarities and differences between themselves and others. 	<ul style="list-style-type: none"> - Use scientific terms to label male and female parts of the body. - To describe how they can prevent the spread of a common illness. - To recognise that each body is different and unique. 	<ul style="list-style-type: none"> - Take an active part in class activities including using assertive voice and body language. - To explain what their ‘sixth sense’ is and how this contributes to assessing different levels of risk. 	<ul style="list-style-type: none"> - Develop strategies for coping with situations of loss and change. - Develop a plan to make a chosen change happen.

	might feel in a new situation.					
Vocabulary	<i>ground rules, emotions, responsibilities, cooperatively, collaborative, safety network</i>	<i>friendship patterns, conflict, change, resolve, value, similarities, differences, family roles</i>	<i>identity, diversity, community, characteristics, lifestyles, beliefs, respect, stereotype</i>	<i>penis, vagina, vulva, scrotum, testicle, breast, nipple, hygiene, illness, disease, toiletries, bacteria and infection</i>	<i>safe, unsafe, network of support, sixth sense, secrets, trust, risk, assertive, body language</i>	<i>bereavement, experiences, loss, difficult emotions, coping strategies</i>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4 POS	<u>Citizenship</u> Rights, rules and responsibilities CIT8/RR34 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Myself and My Relationships</u> My Emotions MMR10/ME34 Anti-bullying (AB Week) MMR12/AB34	<u>Economic Wellbeing</u> Financial Capability EW2/FC34 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Sex and Relationships Education HSL17/RS4 Link to Year 2 RS2- Term 4 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Healthy Lifestyles HSL14/HL34 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Managing Risk HSL11/MR34 Drug Education HSL15/DE34 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)
Knowledge	-To know the difference between wants and needs. -To know why rights are important. -To know that rights come with responsibilities and explain how these responsibilities affect their actions. -To know why rules are needed and be able to	-To know that there is a link between thoughts, feelings and behaviour. -To know that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. -To know what the 'fight or flight' response is and how this can affect behaviour.	-To know that we receive money through a variety of means, including paid work. -To know ways to keep money safe, including saving it. -To know that some of the ways we use money can make it grow or involve risk. -To know and understand the sometimes uncomfortable and	-To know the main stages of the human lifecycle are birth, baby, child, adolescent, adult, middle age, old age and death. (Science) -To know what adulthood means. - To know that babies begin when a male seed and female egg join together. (Sex Education)	-To know that eating healthily, being active and sleeping all contribute to a healthy lifestyle. (Link to Science Year 3 – Term 5) -To know some of the reasons people sometimes make unhealthy choices. -To know that a healthy lifestyle involves.	-To know and be able to give an example of a physical, a social and an emotional risk. -To know how to reduce risk in everyday situations and recognise ways of preventing accidents. -To know how to recognise an emergency and suggest suitable action. -To know how a drug can enter the body and the bloodstream.

	<p>identify those which are necessary and useful. -To know what a representative does.</p>	<p>-To know what it feels and looks like to be assertive and when it might be appropriate.</p>	<p>changing feelings we have about money. -To know about the work of a charity and why we might need it.</p>	<p>-To know 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. - To know that being grown up may mean different things to different people.</p>	<p>-To know why our bodies need foods from each of the food groups. -To know why dental hygiene is important and how they can look after their teeth. (Link to Science Year 4 – Term 5)</p>	<p>-To know some ways in which medicines are used. -To know that nicotine and alcohol are drugs and describe some of their effects. -To consider why some people choose to use nicotine and alcohol.</p>
Skills	<ul style="list-style-type: none"> - To participate in making class ground rules and show or explain what following the rules looks like. - To suggest different ways of making a decision and ways they can influence decision making in school. - To take part in simple debating and voting. 	<ul style="list-style-type: none"> - To recognise and communicate how they are feeling. - To develop some strategies to deal with their own strong emotions and with feeling overwhelmed. - To recognise and describe feelings in others, using non verbal as well as spoken cues. 	<ul style="list-style-type: none"> - To manage money effectively in real life situations. - To explain different feelings about money. 	<ul style="list-style-type: none"> - To explain why babies need care from a parent/carers. - To identify an area for which they can take more responsibility. - To use a simple problem-solving process, sometimes independently, and have some strategies to solve a problem. 	<ul style="list-style-type: none"> - To talk about some of the physical and mental benefits of exercise. - To talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks. 	<ul style="list-style-type: none"> - To give an example of how their friends might affect their decisions about risky situations. - To name some emotions they might feel in a risky situation and how these might affect their body. - To explain a strategy they could use for decision making in risky situations.

Vocabulary	<i>Rights, rules, debate, vote, democratic decision, election, representative</i>	<i>Emotions, comfortable, uncomfortable, interactions, worries, anxiety, impulsive, irrational, stressed, confident, capable, assertive</i>	<i>Revision from Year 2</i> <i>Owe, earnings, budget, account, wages, borrow, salary, charity, planning, debt</i>	<i>Revision from Year 2</i> <i>grown up, responsibilities, carers, parents, toiletries</i> <i>Bacteria, infection and hygiene, love, dependent and independent</i>	<i>Healthy lifestyle, balance, nutrition, physical activity, stamina, strength, flexibility, mental health, dental hygiene</i>	<i>Revision of Year 2</i> <i>Social, emotional, physical, pressure, accidents</i>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5 POS	<u>Myself and My Relationships</u> Beginning and Belonging MMR14/BB56	<u>Myself and My Relationships</u> Family and Friends MMR16/FF56 Anti-bullying (AB Week) MMR17/AB56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Citizenship</u> Diversity and Communities Cit10/DC56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Relationships and Sex Education HSL20/RS5 <i>Link to Science Year 5 Term 4</i> Drug Education HSL22/DE56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Healthy & Safer Lifestyles</u> Personal Safety HSL23/PS56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	<u>Myself and My Relationships</u> Managing Change MMR18/MC56
Knowledge	-To know how it feels to be in a new situation in different contexts, and have strategies for managing those emotions. -To know how to access help and support. -To know how to offer support to others who need help.	-To know and value differences between people and how that can be a positive aspect of their friendships. -To know the importance of groups within friendships and recognise some of the pressures which can occur in group situations.	-To know the ethnic make up of their community and different groups that live in Britain. -To know the negative effects of stereotyping and prejudice. -To know about how they and others, including volunteers, contribute to the community.	-To know and understand the appropriate use of the scientific names for the external and internal sexual parts of the body for clitoris, labia, ovary, ovum, penis, testicle, scrotum, anus, pubic hair, vulva. -To know and describe the main physical changes that will happen	-To define honesty and take part in exploring dilemmas involving honesty and dishonesty. -To know what risk and peer group pressure are and how to respond to them using safety planning.	-To know situations which involve loss and change. -To know emotions associated with loss and change, and understand how these feelings can change. -To know how they can access support and how they can support other people. -To know how experiences of change have affected them

		-To know how to get support from people they trust and how they can support other people.	-To know about the role of the media and its possible influences. -To know some ways of caring for the environment and the contribution they can make.	at puberty to males and females and some ways to manage them, and how it affects people differently. -To know about body image and how others (including the media) can influence this. -To know the importance of washing regularly and of maintaining other hygiene routines during puberty. -To know how they can prevent the spread of common diseases, and have a rudimentary understanding of HIV.	-To know types of touches which break personal boundaries and understand that no-one should touch the intimate parts of their bodies.	and identify changes they might face in the future.
Skills	<ul style="list-style-type: none"> - To be able to collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place to learn. - To identify a range of people in their 	<ul style="list-style-type: none"> - To develop ways of beginning new friendships and of maintaining existing ones during times of change. - To develop strategies for managing some of the pressures in relationships. - To identify the special people 	<ul style="list-style-type: none"> - To recognise aspects of their identity and understand how other people can influence their perception of themselves. 	<ul style="list-style-type: none"> - To explain the basic function of the internal and external sexual parts of the body. 	<ul style="list-style-type: none"> - Listen to other view points. - To be able to review trusted adults on their Network of Support. - To contribute to discussions around problem solving. 	<ul style="list-style-type: none"> - To identify what might help when experiencing difficult emotions. - To develop strategies for coping with future changes, including transition to secondary school.

	Support Networks.	in their networks and to recognise how their networks have changed and developed.				
Vocabulary	<i>Revision of Year 3</i> Empathy, coping strategies, safe, situations	<i>Revision of Year 3</i> Maintaining existing friendships, positive aspects, diversity, influences, pressures	<i>Revision of Year 3</i> Perceptions, ethnic, nationalities, cultures, prejudice, racism, sexism, homophobia	<i>Revision of Year 3</i> ovary, uterus, cervix, endometrium, fallopian tube, sperm duct, bladder, pubic bone, anus, scrotum, labia, clitoris, puberty, viruses, bacteria	<i>Revision of Year 3</i> Childline, abuse, judgements, misleading information, honesty, dilemmas, boundaries	<i>Revision of Year 3</i> Coping strategies, lifetime
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6 POS	Citizenship Rights, Rules and Responsibilities Cit11/RR56	Myself and My Relationships My Emotions MMR15/ME56 Anti-bullying (AB Week) MMR17/AB56	Economic Wellbeing Financial Capability EW3/FC56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	Healthy & Safer Lifestyles Sex and Relationships Education HSL24 /RS6 Drug Education HSL22/DE56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	Healthy & Safer Lifestyles Managing Risk HSL18/MR56 Safety Contexts HSL19/SC56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)	Healthy & Safer Lifestyles Healthy Lifestyles HSL21/HL56 (Includes links to RSE Digital Lifestyles Unit in Computing Long Term Plan)
Knowledge	-To know some of the rights in the United Nations Convention on the Rights of the Child and explain why they are important.	-To know what mixed emotions and moods are. -To know why and how they might become overwhelmed by strong emotions.	-To know what money is, including history, trade and currencies. -To know that occupations require different skills and allow for different earnings, the deductions	-To know the names of internal and external sexual body parts for fallopian tube, ovary, vulva, vagina, uterus, cervix, labia, urethra, sperm duct.	-To know positive and negative consequences of taking a risk. -To know and use the 'Stop, Decide, Do' strategy.	-To know that different foods contain different nutrients, that these each have different benefits for our bodies and that therefore variety in the diet is important.

	<p>-To know some of the links between rights, rules and responsibilities.</p> <p>-To know why rules and laws are needed in society and explain some reasons why people sometimes break them.</p> <p>-To know the role of parliament, MPs, local councils and councillors and link this with school councils.</p>	<p>-To know how to use a simple problem solving process and sometimes support others to do so too.</p> <p>-To know what it feels and looks like to be assertive and understand some situations where being assertive might be important.</p>	<p>from which support others in the community.</p> <p>-To know that the choices we make and the ideas we have about money change according to individuals.</p> <p>-To know that managing money is complex and may involve risk but there are people who can help.</p> <p>-To know what we mean by poverty and know something of its links with trade and charities.</p>	<p>- To know the stages of fertilisation include sexual intercourse and the sperm cell entering the egg cell. (Sex Education)</p> <p>- To know the different ways babies are conceived and born. (Sex Education)</p> <p>-To know some emotions associated with the onset of puberty and have strategies to deal with these positively.</p> <p>-To know that puberty affects people in different ways both physically and emotionally.</p> <p>-To know some characteristics of a loving trusting relationship.</p> <p>-To know some basic reasons why a couple might choose to have children.</p> <p>-To know that there are different family relationships such as grandmother, step mother, cousin etc</p> <p>-</p>	<p>-To know some organisations where people can get help and support.</p> <p>-To know how to put someone in the recovery position and make an emergency call.</p> <p>-To know basic road safety rules, e.g. Green Cross Code.</p> <p>-To know some hazards associated with cycling and describe precautions they can take.</p> <p>-To know that sunburn is bad for you and suggest ways to reduce the risk of sunburn.</p> <p>(Link to Science Year 3 – Term 3)</p> <p>-To know that exposure to electricity can be dangerous and describe a range of risks in the home and how to avoid these.</p> <p>(Link to Science Year 4 – Term 2)</p> <p>-To know some of the reasons that trains can be dangerous and describe how to</p>	<p>-To know that different kinds and amounts of food provide different amounts of energy and be able to plan an appropriate energy balance for themselves.</p> <p>-To know the benefits of physical activity for promoting health.</p> <p>-To know that behaviour, routines and a variety of influences affect their lifestyle choices.</p>
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					<p>behave safely around trains.</p> <p>-To know rules for maintaining safety at school.</p>	
Skills	<ul style="list-style-type: none"> - To suggest useful ground rules and give examples of what following the rules looks like. - To resolve conflict between rights and responsibilities. - To express their views on a moral or social question and listen to the views of others. 	<ul style="list-style-type: none"> - To communicate effectively how they are feeling, including reasons for that feeling. - To use some strategies to manage their feelings, including calming and relaxing themselves. - To develop strategies for understanding and responding sensitively to others' emotions. 	<ul style="list-style-type: none"> - To manage money effectively in real life situations, making informed choices, tracking spending and keeping within a budget. 	<ul style="list-style-type: none"> - To understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt needlessly. - To show awareness of family arrangements which are different from theirs. - To be able to describe why people choose to marry or enter a civil partnership 	<ul style="list-style-type: none"> - To evaluate how risky something is and explain their reasoning. - To develop strategies to respond supportively when someone shares a problem with them. 	<ul style="list-style-type: none"> - To explain that a healthy lifestyle includes physical, social and emotional health and how they can take responsibility for their own health.
Vocabulary	<i>Revision of Year 4</i> United Nations Convention on the Rights of the Child, prioritise, effectiveness,	<i>Revision of Year 4</i> Moods, overwhelmed, boredom, stress, minority	<i>Revision of Year 4</i> Credit/debit card, gambling, expenses, essentials, income tax, poverty, fair trade, pensions	<i>Revision of Year 5</i> fertilisation, sexual intercourse, conception, boyfriend, girlfriend, role models, condom, contraceptive pill and	<i>Revision of Year 4</i> Road safety, highway code, sunburn, electric shock, appliances, hazards	<i>Revision of Year 4</i> Physical and mental health, consume, balanced diet, media, peers

	<i>laws, parliament, MPs, councillors</i>			<i>fostering, civil partnership, marriage</i>		
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