



Subject Overview Skegness Infant and Junior Academies

Subject – PSHE















Our Curriculum Partners for PSHE










Knowing More and Remembering More








		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		Time Travellers	Above and beyond	Telling Tales	A World Apart	Blue Planet	This is Me
Nursery	Lesson plans and resources to follow/ use part of Jigsaw scheme.	<p>Topic Overview Being me in my world Similarities and differences from their friends. Different feelings. Being kind and use gentle hands. Settling in and learning rules and routines</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know that some people are different Know something special about themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Knowing how to be independent in choosing my own activities and resources Know the nursery rules <p>Key Findings</p>	<p>Topic Overview Celebrating Differences Things that they are good at. Being different and how that makes everyone special. Their homes. Friendship and how to be a kind friend and how to stand up for themselves.</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know what being proud feels like Know that people can be good at different things Know that families can be different Know that people have different homes Know how to say stop Know that they don't have to be same as others <p>Key Findings</p> <ul style="list-style-type: none"> Identify feelings associated with being proud Identify things they are good at Make a friend Use stop to stand up for themselves 	<p>Topic Overview Dreams and goals Challenges. Not giving up and trying until they have achieved their goal. Jobs that they might like to have when they are older. Achieving goals.</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know what a goal is Know which words are kind Know what a job is <p>Key Findings</p> <ul style="list-style-type: none"> Understand that challenges can be difficult Tell someone or yourself "You can do it" Be aware of achieving a goal Resilience Feel proud <p>Key vocabulary Dream, Goal, Challenge, Job, Happy, Kind, Encourage</p> <p>Key enrichment experiences Skills builder</p>	<p>Topic Overview Healthy me Names of some key parts of the body and how to stay healthy. Some foods are healthy. Sleep and what they can do to help themselves get to sleep. Hand washing. Tooth brushing. Stranger danger.</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know the names for some parts of their body Know what the word 'healthy' means Begin to know some things that they need to do to keep healthy Know that they need to exercise Know that sleep is good for them Know when and how to wash their hands and about brushing teeth Know how to say No to strangers <p>Key Findings</p> <ul style="list-style-type: none"> Recognise how exercise makes them feel 	<p>Topic Overview Relationships Families and the different roles people can have in a family. Friendships.</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities Know that friends sometimes fall out Know that unkind words can hurt Know others get angry <p>Key Findings</p> <ul style="list-style-type: none"> Can suggest ways to help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like <p>Key vocabulary Family, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset</p> <p>Key enrichment experiences Skills builder Road safety week</p>	<p>Topic Overview Changing me Changes from being a baby. Consolidate names of some of the main parts of the body and discuss how these have changed. Change can bring about positive and negative feelings.</p> <p>Key Criteria</p> <p>Knowledge</p> <ul style="list-style-type: none"> Know the names and of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry <p>Key Findings</p> <ul style="list-style-type: none"> Can identify how they have changed from a baby Recognise that changing class can make happy and/or sad emotions Can recall a memory from the past year in nursery Predict changes in routines and transitions.





		<ul style="list-style-type: none"> Identify feelings of happiness and sadness Skills to play alongside others Begin to consider others' feelings Choose what I want to do and what I want to use independently. Be able to follow a routine and rules with support. Leave parent/carer with support <p>Key vocabulary Kind, Gentle, Friend, Different, Feelings, Angry, Happy, Excited, Sharing, Taking Turns.</p> <p>Key enrichment experiences: Skills builder Hello yellow day</p> 	<ul style="list-style-type: none"> Recognise emotions when they are upset, frightened or angry Build relationships with key workers <p>Key vocabulary Different, Special, Proud, Friends, Kind, Same, Happy, Sad, Frightened, Angry, Family.</p> <p>Key enrichment experiences. Skills builder Anti bullying week Children in need</p> 	 <ul style="list-style-type: none"> Can name a healthy food Can shout "no!" <p>Key vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger</p> <p>Key enrichment experiences Skills builder Careers week Skills builder challenge day International women's day</p> 	<p>Walk to school week</p>  <p>Key vocabulary Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger</p> <p>Key enrichment experiences Skills builder Careers week Skills builder challenge day International women's day</p> 	<p>Key vocabulary Eye, Foot, Eyebrow, Ear, Mouth, Arm, Leg, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Change, Worry, Excited, Memories</p> <p>Key enrichment experiences Skills builder</p> 	
<p>Reception</p>	<p>Lesson plans and resources to follow/ use part of Jigsaw scheme</p>	<p>Topic Overview Being me in my world Similarities and differences from their friends and how that is OK. Managing their feelings, identifying different ones and the causes these can have. Working with others and why it is good to be kind and gentle.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed 	<p>Topic Overview Celebrating Differences Everyone is good at different things. They talk about being different but also recognising that we are the same in some ways. Why their home is special to them. How to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that people can be proud of different things Know what being unique means Know that families can be different Know that people have different homes and why 	<p>Topic Overview Dreams and goals Challenges and facing up to them. Not giving up and trying until they have achieved their goal. Jobs that they might like to have when they are older and associate what they learn now with being able to have the job they want. Achieving goals and the feelings linked to this</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know what a challenge is Know that it is important to keep trying Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older 	<p>Topic Overview Healthy me Names of key parts of the body as well as how to stay healthy. Some foods are healthier than others. Sleep and what they can do to help themselves get to sleep. Hand washing and teeth brushing and why it is important. Stranger danger and what they should do if approached by someone they don't know.</p> <p>Key Criteria Road safety.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know the names for parts of their body Know what the word 'healthy' means 	<p>Topic Overview Relationships Key relationships in their lives. Families and the different roles people can have in a family. Friendships they have and what makes a good friend. Strategies they can use to mend friendships. Calming down when feeling upset or angry</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know some ways to mend a friendship 	<p>Topic Overview Changing me Changes from being a baby and changes for them in the future. Functions of some of the main parts of the body and how these have changed. Change brings about positive and negative feelings, and that sharing these can help. Memories can help in managing change.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried

		<ul style="list-style-type: none"> • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily <p>Key Findings</p> <ul style="list-style-type: none"> • Identify feelings associated with belonging • Adjust to new environment and new adults • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Follow rules and routines with increasing consistency • Be able to consider others' feelings • Be responsible in the setting <p>Key vocabulary Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.</p> <p>Key enrichment experiences: Skills builder Hello yellow day</p> 	<p>they are important to them</p> <ul style="list-style-type: none"> • Know different ways of making friends • Know different ways to stand up for myself • Know that they don't have to be 'the same as' to be a friend • Know why having friends is important • Know some qualities of a positive friendship <p>Key Findings</p> <ul style="list-style-type: none"> • Identify feelings associated with being proud • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves • Recognise emotions when someone else is upset, frightened or angry <p>Key vocabulary different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.</p> <p>Key enrichment experiences Skills builder Anti bullying week Children in need</p> 	<ul style="list-style-type: none"> • Know that they must work hard now in order to be able to achieve the job they want • Know when they have achieved a goal <p>Key Findings</p> <ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious • Resilience • Recognise how kind words can encourage people • Celebrate success <p>Key vocabulary Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p> <p>Key enrichment Experiences Skills builder</p> 	<ul style="list-style-type: none"> • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Knowing too much screen time is bad for them. • Know when and how to wash their hands and brush their teeth properly • Know what to do if they get lost • Know how to say No to strangers <p>Key Findings</p> <ul style="list-style-type: none"> • Recognise how exercise makes them feel • Recognise how different foods can make them feel • Can explain what they need to do to stay healthy • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain how to brush their teeth and what will happen if they do not do this • Can explain what to do if a stranger approaches them <p>Key vocabulary Healthy, Exercise, Head, Teeth Shoulders, Knees, Toes, Arms. Legs, Feet, Hands, Sleep, Wash, Brush, Clean, Stranger, Scared, Trust.</p> <p>Key enrichment experiences: Skills builder Careers week Skills builder challenge day</p>	<ul style="list-style-type: none"> • Know that unkind words can never be taken back and they can hurt • Know a way to calm down when feeling angry • Know some reasons why others get angry <p>Key Findings</p> <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend a friendship • Can recognise what being angry feels like • Can calm down when angry or upset <p>Key vocabulary Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p> <p>Key enrichment experiences Skills builder Road safety week Walk to school week</p> 	<ul style="list-style-type: none"> • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on <p>Key Findings</p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify positive memories from the past year in school/ home • Embrace changes and transitions in routines <p>Key vocabulary Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p> <p>Key enrichment experiences Skills builder</p> 
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<p>Year 1</p>	<p>Lesson plans and resources to follow/ use part of Jigsaw scheme</p>	<p>Topic Overview Being me in my world Rights and responsibilities, choices and consequences. Being special and how to make everyone feel safe in their class as well as recognising their own safety.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom <p>Key Findings</p> <ul style="list-style-type: none"> Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices 	<p>Topic Overview Celebrating Differences Similarities and differences between people and that these make us unique and special. What bullying is and what it isn't. How it might feel to be bullied and when and who to ask for help. Friendship, how to make friends and that it is OK to have differences from their friends. Being nice to and looking after other children who might be being bullied.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different <p>Key Findings</p> <ul style="list-style-type: none"> Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend <p>Key vocabulary</p>	<p>Topic Overview Dreams and goals Setting simple goals, how to achieve them as well as overcoming difficulties. Recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. Partner working and how to do this well.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know how to set and achieve simple goals Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved <p>Key Findings</p> <ul style="list-style-type: none"> Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle and how they feel when they overcome it. Can store feelings of success so that they can be used in the future <p>Key vocabulary</p>	<p>Topic Overview Healthy me Healthy and unhealthy choices and how these choices make them feel. Hygiene, keeping themselves clean and that germs can make you unwell. Road safety and people who can help them to stay safe.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe <p>Key Findings</p> <ul style="list-style-type: none"> Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly 	<p>Topic Overview Relationships Significant relationships (family, friends and school community) and why these are special. Healthy and safe relationships and touch. Personal attributes as a friend, family member and as part of a community.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community <p>Key Findings</p> <ul style="list-style-type: none"> express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others 	<p>Topic Overview Changing me Simple changes from baby to adult How they have changed so far and that people grow up at different rates. Correct words for private parts of the body to aid safeguarding if developmentally ready. Nobody has the right to hurt parts of the body. Change as part of getting older which can bring about happy and sad feelings. Skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened <p>Key Findings</p>

		<p>Key vocabulary Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Rewards, Proud, Consequences, Upset, Disappointed.</p> <p>Key enrichment experiences: Smart school council Skills builder Hello yellow day</p> 	<ul style="list-style-type: none"> Verbalise some of the attributes that make them unique and special <p>Key vocabulary Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p> <p>Key enrichment experiences Smart school council Skills builder Anti bullying week Children in need</p> 	<p>Proud, Success, Achievement, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams.</p> <p>Key enrichment experiences Smart school council Skills builder</p> 	<ul style="list-style-type: none"> Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy <p>Key vocabulary Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p> <p>Key enrichment experiences: Smart school council Skills builder Careers week Skills builder challenge day International women's day</p> 	<ul style="list-style-type: none"> Can recognise some of their personal qualities Can say why they appreciate a special relationship <p>Key vocabulary Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p> <p>Key enrichment experiences Smart school council Skills builder Road safety week Walk to school week</p> 	<ul style="list-style-type: none"> Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same Can suggest ways to manage change e.g. moving to a new class <p>Key vocabulary Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited.</p> <p>Key enrichment experiences Smart school Council Skills builder Skills builder project week Transition</p> 
<p>Year 2</p>	<p>Lesson plans and resources to follow/ use part of Jigsaw scheme</p>	<p>Topic Overview Being me in my world Children discuss their hopes and fears for the year ahead. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making them.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Identifying hopes and fears Understand the rights and responsibilities Know that it is important to listen to other people 	<p>Topic Overview Celebrating Differences Gender stereotypes, that boys and girls can have differences and similarities and that is OK. Being bullied because they are different, that this shouldn't happen and how to support a classmate who is being bullied. Feelings associated with bullying and how and where to get help. They talk about similarities and differences and that it is OK for friends to have differences without it affecting their friendship.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes 	<p>Topic Overview Dreams and goals Setting realistic goals and how they can achieve them. Perseverance when they find things difficult as well as recognising their strengths as a learner. Group work and reflect on who they work well with and who they don't. Sharing success with other people.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people <p>Key Findings</p>	<p>Topic Overview Healthy me Healthy relationships with food and making healthy choices. Things that make them feel relaxed and stressed. Medicines, how they work and how to use them safely. Making healthy snacks and why they are good for their bodies</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely 	<p>Topic Overview Relationships Family relationships include roles and responsibilities in a family and the importance of co-operation, appreciation and trust. Falling out and mending friendships and strategies for conflict resolution. Trust in relationships. Secret, and why 'worry secrets' should always be shared with a trusted adult. Physical contact in relationships. Being assertive and people who can help them if they are worried or scared.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation 	<p>Topic Overview Changing me Changes that occur in humans (not including puberty) between baby, toddler, child, teenager, adult and old -age. Independence, freedoms and responsibility can increase with age. Correct words for private parts of the body They are also reminded that nobody has the right to hurt these parts of the body. Inappropriate touch and assertiveness. Strategies for managing feelings and emotions. Where they can get help if worried or frightened.</p> <p>Key Criteria Knowledge</p> <ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age

		<ul style="list-style-type: none"> Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively <p>Key Findings</p> <ul style="list-style-type: none"> Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively <p>Key vocabulary Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Problem-Solving.</p> <p>Key enrichment experiences: Smart school council Skills builder Hello yellow day</p>  	<ul style="list-style-type: none"> Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying <p>Key Findings</p> <ul style="list-style-type: none"> Understand that boys and girls can be similar and different in lots of ways and that is OK Explain how being bullied can make someone feel Be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique <p>Key vocabulary Boys, Girls, Similarities, Assumptions, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value</p> <p>Key enrichment experiences Smart school council Skills builder Anti bullying week Children in need</p>	<ul style="list-style-type: none"> Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling <p>Key vocabulary Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.</p> <p>Key enrichment experiences Smart school council Skills builder</p>  	<ul style="list-style-type: none"> Know how to make some healthy snacks Know why healthy snacks are good for their bodies know which foods given their bodies energy <p>Key Findings</p> <ul style="list-style-type: none"> Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food <p>Key vocabulary Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p> <p>Key enrichment experiences: Smart school council Skills builder Careers week Skills builder challenge day International women's day</p>   	<ul style="list-style-type: none"> Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is <p>Key Findings</p> <ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationship Can say who they would go to for help if they were worried or scared <p>Key vocabulary Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret,</p>	<ul style="list-style-type: none"> Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable <p>Key Findings</p> <ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened
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						<p>Surprise, Good secret, Worry secret, Telling, Adult, Trust, Frightened, Trustworthy, Honesty, Reliability, Celebrate, Appreciate</p> <p>Key enrichment experiences Smart school council Skills builder Road safety week Walk to school week</p> 	<ul style="list-style-type: none"> • Can say what they are looking forward to in the next year <p>Key vocabulary Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy</p> <p>Key enrichment experiences Smart school Council Skills builder Skills builder project week Transition</p>  
<p>Year 3</p>		<p>Topic overview Health and wellbeing Exercise, use of medicines, the importance of sleep and mental health and wellbeing</p> <p>Key criteria</p> <ul style="list-style-type: none"> • H1. how to make informed decisions about health. • H2. about the elements of a balanced, healthy lifestyle. • H3. about choices that support a healthy lifestyle, and recognise what might influence these • H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g.walking 	<p>Topic overview Health and wellbeing Recognising how and when to seek support, including recognising which adults to speak to.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • H14. know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health. • H18. understand how everyday things can affect feelings and the importance of expressing feelings. • H21. able to recognise when I may be feeling mentally unwell and how to seek help for themselves and others. <p>Key enrichment activities:</p>	<p>Topic overview Relationships Recognising that families can look very different, how to recognise if family relationships are making them feel unhappy or unsafe.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • R5. Recognise that people who love each other can be in a committed relationship and either live together or apart. • R6. Recognise that positive family life is the different ways we care for each other. • R8. Understand Healthy family life and being there for each other in difficult times. • R9. Recognise if/when family relationships are making them feel unhappy or unsafe 	<p>Topic overview Relationships Recognising ways to keep themselves safe including personal boundaries, physical contact and keeping information confidential.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R27. about keeping something confidential or secret, when this should (e.g. a birthday 	<p>Topic overview Living in the wider world How to recognise reasons for rules and laws and the consequences for not following them, what living in a community means and diversity.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L3. about the relationship between rights and responsibilities • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse 	<p>Topic overview Living in the wider world Recognise the ways in which the internet and social media can be used positively and negatively, the ways to pay for things and the choices people have about this.</p> <p>Key criteria</p> <ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively • L17. about the different ways to pay for things and the choices people have about this • L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money.

		<p>or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <ul style="list-style-type: none"> H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. <p>Key enrichment activities: Smart school council Skills builder Hello yellow day</p>	<p>Smart school council Skills builder Anti bullying week Children in need</p>	<ul style="list-style-type: none"> R17. Strategies to solve friendship disputes positively. R18. Recognising unsafe/unhealthy friendships (online or offline) <p>Key enrichment activities: Smart school council Skills builder</p>	<p>surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p> <p>Key enrichment experiences: Smart school council Skills builder Careers week Skills builder challenge day International women's day</p>	<p>community; about valuing diversity within communities</p> <p>Key enrichment activities: Smart school council Skills builder</p>	<p>Key enrichment activities: Smart school council Skills builder</p>
<p>Year 4</p>	<p>Topic overview Health and wellbeing Positive and negative habits, oral hygiene, and strategies to respond to different feelings.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H4 – how to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5. about what good physical health means; how to recognise early signs of physical illness. H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not 	<p>Topic overview Health and wellbeing The benefits of sun exposure, recognising strategies to respond to intense feelings; how to manage them appropriately.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H12 – about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H19 – a varied vocabulary to use when talking about feelings; how to express feelings in different ways. H20. Strategies to respond to feelings, including those of intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. 	<p>Topic overview Relationships Looking at marriage and civil partnership, the importance of friendship and what constitutes a positive healthy relationship.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R3 – about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. R7 – To recognise and respect that there are different types of family structure (including single parents, same-sex parents, stepparents, blended families, foster parents); that families of all types can give family members love, security and stability. R10 – about the importance of friendships; strategies for building positive friendships; how 	<p>Topic overview Relationships Seeking and giving permission, how to recognise pressure from others to do something unsafe or that makes them uncomfortable.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R26. About seeking and giving permission (consent) in different situations. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R31. To recognise the importance of self respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others. 	<p>Topic overview Living in the wider world To recognise there are human rights, the importance of having compassion towards others, the ways of carrying out shared responsibilities for protecting the environment.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L2. To recognise that there are human rights, that are there to protect everyone. L4. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5. Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<p>Topic overview Living in the wider world Understanding some of the skills that will help them in their future careers, identify the kind of job they might like to have and recognise the various routes into careers.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) <p>Key enrichment activities: Smart school council Skills builder</p>	

		<p>eating a healthy diet including obesity and tooth decay.</p> <ul style="list-style-type: none"> H11- How to maintain good oral hygiene (including correct brushing or flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) <p>Key enrichment activities: Smart school council Skills builder Hello yellow day</p>	<p>Key enrichment activities: Smart school council Skills builder Anti bullying week Children in need</p>	<p>positive friendships support wellbeing.</p> <ul style="list-style-type: none"> R11 – What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. R14 – that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. <p>Key enrichment activities: Smart school council Skills builder</p>	<p>Key enrichment activities: Smart school council Skills builder Careers week Skills builder challenge day International women’s day</p>	<p>Key enrichment activities: Smart school council Skills builder</p>	
Year 5		<p>Topic overview Health and wellbeing Personal identity and how to identify their own personal strengths and achievements.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H25 – about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H27 – to recognise their individuality and personal qualities <p>Key enrichment activities: Smart school council Skills builder Hello yellow day</p>	<p>Topic overview Health and wellbeing Physical and emotional changes during puberty, key facts about the menstruation cycle.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H17: to recognise that feelings can change over time and range in intensity H31: about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams. H32: about hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. 	<p>Topic overview Relationships Understand the impact of bullying and why people may behave differently online. How to respond safely to people whom they do not know.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R12. to recognise what it means to ‘know someone online’ and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful 	<p>Topic overview Relationships Recognise that there are different types of relationships, that people may be attracted to someone emotionally and romantically.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R1. to recognise that there are different types of relationships (e.g. friendships family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different R4. that forcing anyone to marry against their will is a crime; that help and support is 	<p>Topic overview Living in the wider world Understand how stereotypes can negatively influence behaviours and how to challenge them. How to assess the reliability of sources of information online, identify the different ways information can be shared.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results 	<p>Topic overview Living in the wider world To recognise that people make spending decisions based on different priorities, the different ways to keep track of money, stereotypes in the workplace.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person’s career aspirations should not be limited by them

			<p>Key enrichment activities: Smart school council Skills builder Anti bullying week Children in need</p>	<p>content, and contact; how to report concerns.</p> <ul style="list-style-type: none"> R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. <p>Key enrichment activities: Smart school council Skills builder</p>	<p>available to people who are worried about this for themselves or others</p> <p>Key enrichment activities: Smart school council Skills builder Careers week Skills builder challenge day International women's day</p>	<ul style="list-style-type: none"> L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information <p>Key enrichment activities: Smart school council Skills builder</p>	<ul style="list-style-type: none"> L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) <p>Key enrichment activities: Smart school council Skills builder</p>
Year 6	<p>Topic overview Health and wellbeing First aid, mental health and wellbeing.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health. H43 – about what is meant by first aid; basic techniques for dealing with common injuries. <p>Key enrichment activities: Smart school council Skills builder Hello yellow day</p>	<p>Topic overview Health and wellbeing Identifying organisations that can support people concerning tobacco and other drug use, FGM.</p> <p>Key criteria</p> <ul style="list-style-type: none"> H45. The female genital mutilation (FGM) is against British law, what to do and whom to tell if they think someone they know is at risk, H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. <p>Key enrichment activities: Smart school council Skills builder Anti bullying week Children in need</p>	<p>Topic overview Relationships The importance of seeking support if you are feeling lonely or excluded, strategies to respond to hurtful behaviour and understanding how relationships can change over time.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R13. the importance of seeking support if feeling lonely or excluded R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. <p>Key enrichment activities: Smart school council Skills builder</p>	<p>Topic overview Relationships About discrimination, what it means and how to challenge it, and respecting the differences and difference between people.</p> <p>Key criteria</p> <ul style="list-style-type: none"> R21. about discrimination: what it means and how to challenge it R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with <p>Key enrichment activities: Smart school council Skills builder Careers week Skills builder challenge day International women's day</p>	<p>Topic overview Living in the wider world The risks associated with money and gambling and the different ways money can be lost or won and identifying the ways that money can impact on people's feelings and emotions.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations L24. to identify the ways that money can impact on people's feelings and emotions <p>Key enrichment activities: Smart school council Skills builder</p>	<p>Topic overview Living in the wider world To recognise the positive things about themselves and their achievements, to recognise that some jobs can pay more than others and the influence that money can have on someone's career choice.</p> <p>Key criteria</p> <ul style="list-style-type: none"> L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid <p>Key enrichment activities: Smart school council Skills builder</p>	

