

PSHE

Personal, Social, Health & Economic Education

At Stretham Community Primary School, we think PSHE education is a key subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our curriculum is based upon the PSHE Association framework, and the Cambridgeshire PSHE Service's Primary Personal Development Plan and meets the statutory guidance for SRE and Health Education. The subject is divided into 4 areas – Healthy and Safer Lifestyles; Myself and My Relationships; Citizenship and Economic Wellbeing. Where possible we teach the same area in the same term across the school; this means that in Years 1 to 6 we run a two-year rolling curriculum. Key vocabulary is built-on and developed throughout the pupils' time in school.

Teaching and learning are underpinned by our desire to be a mentally and physically nurturing school, which equips children now and for the future.

Our overall intent is that all pupils, regardless of background, gender, ethnic origin or additional needs,

- cultivate an understanding of their emotions and behaviours and develop a sense of empathy and respect for others
- are equipped with the skills to become healthy, independent and responsible members of their class, school and ultimately their village and wider community
- value themselves as individuals and grow in confidence, resilience and self-worth by playing a key role in contributing to school life and the wider community

Year A	Autumn 2021		Spring 2022		Summer 2022	
Reception	Beginning and Belonging (BBF) Identities and Diversity (IDF)	My Family and Friends (FFF) My Emotions (MEF)	Keeping Safe (KSF)	Me and My World (MWF)	Healthy Lifestyles (HLF)	My Body and Growing Up (BGF)
Years 1 – 6	Beginning and Belonging (BB12; BB34; BB56) My Emotions (ME12; ME34; ME56)	Anti Bullying (AB12; AB34; AB56)	Managing Safety and Risk (MSR12; MSR34; MSR56)	Financial Capability (FC12; FC34; FC56)	Drug Education (DE12; DE34; DE56)	Sex and Relationships Education (RSE1; RSE2; RSE3; RSE4; RSE5; RSE6)
Year B	Autumn 2022		Spring 2023		Summer 2023	
Reception	Beginning and Belonging (BBF) Identities and Diversity (IDF)	My Family and Friends (FFF) My Emotions (MEF)	Keeping Safe (KSF)	Me and My World (MWF)	Healthy Lifestyles (HLF)	My Body and Growing Up (BGF)
Years 1 - 6	Working Together (WT12; WT34; WT56) Rights, Rules and Responsibilities (RR12; RR34; RR56)	Family and Friends (FF12; FF34; FF56)	Diversity and Communities (DC12; DC34; DC56)	Personal Safety (PS12; PS34; PS56)	Healthy Lifestyles (HL12; HL34; HL56)	Managing Change (MC12; MC34; MC56) Sex and Relationships Education (RSE1; RSE2; RSE3; RSE4; RSE5; RSE6)

In the Autumn term, each year there is a PSHE themed week across the school around anti-bullying. In Year A this dovetails with the anti-bullying units. In Year B this serves as a refresher on this area.

Linked to PSHE, children in Year 5 and 6 also take part in an annual Health Related Behaviour Study in the autumn term. The results of this survey are incorporated into plans to meet identified needs.

Stretham Community Primary School - PSHE Progression

		EYFS	Y1/2	Y3/4	Y5/6
Myself and Relationships	Beginning and Belonging	Understand how to respect, play and work with others. To know how behaviour makes other people feel.	Understand how to be safe and happy in the classroom, help others and adapt to new situations.	Understand responsibilities in school, how to build relationships and manage new situations.	Understand responsibilities towards others, take responsibility for building relationships and be resilient in a range of situations.
	My Emotions	Understand and recognise emotions of self and others, exploring simple ways to make myself and others feel better.	Recognise what's special about myself and how to stand up for myself. Name and describe feelings and start to learn to manage some emotions and associated behaviours.	Understand the importance of wellbeing, communicate emotions, recognise ways to manage difficult emotions and explore how actions and feelings affect the way people feel.	Develop sense of identity and self-respect. Learn to manage strong emotions. Recognise how other people feel and respond to them. Explore mental health and self-care techniques.
	Family and Friends	Recognise special people, including friends and family. Learn how to make new friends, be a good friend and make up with friends when fallen out. Know what to do if someone is unkind.	Describe good friends, skills to develop friendship and mend friendships. Explore importance of honesty, personal space and how we care for special people.	Learn skills to choose, make and develop healthy friendships based on trust. Empathise and resolve disagreements by listening and compromise. Know the role of family members in keeping safe and supporting.	Learn characteristics of offline and online healthy relationships. Check that friends give consent online and offline. Explore role of family in support through change.
	Anti-bullying	Know how my behaviour makes other people feel and how to make the classroom a safe and happy place. Know what to do if someone is unkind.	Describe what bullying is, understand reasons for bullying, how people feel and what to do in a bullying situation	Consider use of power in bullying, key characteristics of different types of bullying, the difference between direct and indirect bullying and the role of a bystander.	Define characteristics of different forms of bullying, know use of technology and social media in bullying and how to manage it. Learn how to respond assertively to bullying online and offline. Know how bullying affects mental wellbeing.
	Managing Change	To explore how I feel when things change and know how to make things better.	Explore how people might feel in times of loss or change and how to feel calmer when experiencing feelings due to loss or change.	Explore changes in own life and what helps when experiencing strong emotions linked to loss or change. Think about how people may feel when loved ones or pets die, or if separation occurs.	Explore positive and negative impacts of change and how emotions can evolve over time. Devise strategies to manage emotions, and link to moving to Secondary school.
	Managing Safety and Risk	How to know if something is safe or unsafe and understand simple safety	Learn name, address and phone number, who to ask for help in an emergency.	How I feel and how my body reacts in risky situations, how to respond to strangers, how	Exploring physical, social and emotional risks and the benefits of taking these. Think

Healthy and Safer Lifestyles		rules for home, school and outside.	Learn safety on roads, safety in the sun, water-safety and what to do if you get lost.	to call emergency services. Explore safety on roads, in water, fire and preventing accidents.	about ways to keep self and others safe as getting older including walking and cycling alone, safety on railways and public transport and being sun safe. Carry out basic first aid and know how to get help in emergencies.
	Digital Lifestyles	Covered in computing lessons as part of the computing curriculum.	Covered in computing lessons as part of the computing curriculum.	Covered in computing lessons as part of the computing curriculum.	Covered in computing lessons as part of the computing curriculum.
	Relationships and Sex Education	Know what my body looks like, how body has changed and what it can do. Know similarities and differences between bodies, how bodies are kept clean and looked after. Start to take care of myself and what I need help with. Think about how I feel about growing up.	Know names of body parts, be in charge of actions and body, keep body clean and avoid spreading common illnesses and diseases. Know how babies change and grow, what babies and children need from their families and growing responsibilities with age. Look at stable, caring relationships at the heart of different families.	Know differences between male and female body parts and name parts. Know importance of keeping body clean and changes in responsibility. Know how common illnesses and diseases spread and how to prevent this. Know main stages of human life cycle, what it means to be 'grown up', comparing responsibilities now and in the future and how different relationships create a secure environment for children to grow up in.	Naming male and female sex parts and knowing their function. Know the changes that happen to bodies during puberty, keep the growing and changing body clean and reduce spread of viruses and bacteria. Know different ways babies are conceived and born, think about how puberty impacts feelings and emotions. Consider different families, marriage, civil partnership and what adults should think about before they have children.
	Healthy Lifestyles	Know how to keep my body healthy and how I feel when it's healthy or ill. Understand why food, drink, exercise and sleep are good.	Know how to stay as healthy as possible and the importance of eating healthy and being active. Know why we need food and how to make healthy choices.	Know importance of balanced diet, active lifestyle and the impact on mental wellbeing. Know the importance of sleep, oral hygiene and how to plan and prepare simple, healthy meals safely.	Know health risks of not engaging in physical activity and the benefits/risks of a balanced/unbalanced diet. Know signs of physical illness and how to respond and benefits/risks of spending time online in terms of physical and mental wellbeing.
	Drug Education	Discuss use of medicines and safety for using medicine.	Explore which substances might enter our bodies, how they get there and what they do. Why people take medicines and how to keep	Discuss medical and legal drugs and their effects, prescriptions and immunisations and safety rules for substances (including	Explore understanding of medicines, alcohol, smoking, solvents and illegal drugs and why people use them. Know how drugs affect the body and

			safe with medicines and substances at home.	what to do if something risky is found, like a syringe).	brain, what drug misuse is and laws about drugs.
	Personal Safety	To know how to say 'no' if unsure about something if it doesn't feel safe or good. Ask for help or tell people if worried or upset.	Name own Early Warning Signs. Know trusted adults and how to tell others about worries (in real life or online). Identify private body parts and say 'no' to unwanted touches.	Recognise when own Early Warning Signs are signalling not feeling safe. Identify network of support and how to get support. Know what to do if physical contact is unwanted. Know how to keep safe online and decide if secrets are safe or unsafe.	Use Early Warning Signs to judge safe feelings. Know how to seek advice from network, how to report concern of abuse or neglect. Know how to recognise risk online and identify inappropriate or unsafe physical contact.
Citizenship	Working Together	Work and play cooperatively and take turns. Show sensitivity to the needs to others.	Identify what I am other people are good at, what skills I'd like to develop. Learn to listen, work well in a group and take turns.	Learn to share views and opinions effectively, persevere and overcome obstacles in learning, work well in a group and evaluate.	Know how my strengths and skills are seen by others, identify new skills to achieve and know how to achieve them. Think about jobs people do and how skills can match for future employment. Learn to share views effectively and negotiate to reach agreements, and to give, receive and act on sensitive and constructive feedback.
	Diversity and Communities	Explore similarities and differences between people in the class, value and celebrate differences. Know about my neighbourhood and who lives and works there.	Explore what makes us and our families different and what groups we belong to in communities. Explore and give examples of stereotypes.	Explore stereotypes of girls and boys, different traditions, cultures and beliefs of others and the importance of valuing diversity. Learn to challenge stereotypes.	Explore negative impact of stereotyping and how they influence sense of identity. Think about belonging to wider community groups and the work of voluntary organisations.
	Rights, Rules and Responsibilities	Know how to help look after the school and care for things at home.	Know how rules keep people happy and safe. Know about the responsibilities of yourself and others. Listen to others, share views and take turns.	Understand the need for respect. Know why we need rules and conventions at home and at school. Know what we need by rights and responsibilities and how we make democratic decisions in schools.	Know how my behaviour online affects others and how to show respect and know how to keep personal information private. Understand how to contribute to making and changing rules at school, the basic rights of children and adults, laws and democracy (including the role of MPs, councils, councillors and parliament)

Economic Wellbeing	Financial Capability	Know what is money, why we need it and how we save it.	Know how to get money, how things are paid for, choices we make with money and what charity is.	Know different ways to earn and spend money, what savings, spending and budgeting mean. Think about what to spend money on and what families might need to spend money on.	Understand the need to afford things that are bought and 'value for money'. Understand why people don't get all the money they earn. Know how money can benefit the community or wider world and what poverty is.
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KEY VOCABULARY

<u>Myself and my Relationships</u> Unit	Reception	KS1	3/4	5/6
Anti-bullying		Bullying	Bystander	Prejudice
Managing Change		Change	Bereavement	Resilience
Beginning and Belonging	Respect	Safe Welcoming	Emotion Support	Relationship
(My) Family and Friends	Family Friend	Patterns	Friendship	Network
My Emotions	Feelings	Relaxed	Assertive	Stress
<u>Healthy and Safer Lifestyles</u> Unit				
Keeping Safe	Risk			
Managing Risk and Safety		Emergency	Peer pressure	Consequences
Safety Contexts		Pedestrian	Accidents	Judgement
Healthy Lifestyles	Healthy	Balanced	Nutrition	Mental health
Drug Education		Drugs Medicines	Legal (Illegal)	Illegal consequences
<u>Citizenship</u> Unit				
Identities and Diversity	Special			
Diversity and Communities		Community	Identity	Stereotype
Me and my world	Environment			
Working Together		Talents Co-operation	Opinion Compromise	Perseverance Negotiation
Rights, rules and responsibilities		Responsibilities	Rights	Democracy
<u>Economic Wellbeing</u> Unit				
Financial Capability		Money Charity	Borrowing Poverty	Currency Pension

Myself & My Relationships

Beginning and Belonging (BB F)

- How am I special and what is special about other people in my class?
- **What have I learnt to do and what would I like to learn next? SR**
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- **How can I play and work well with others? SR**
- **How can I show I am listening to an adult? SR**
- **What can help me to follow instructions? SR**

- Belonging in the class
- Likes and dislikes
- Similarities and differences
- Setting goals
- Listening skills
- Rights Rules and Responsibilities
- Communication & cooperation
- Ground Rules
- Right and wrong
- Fair and unfair

Myself & My Relationships

Family and Friends (FF F)

- Who are my special people and why are they special to me? BR
- Who is in my family and how do we care for each other? BR
- What is a friend and how can I be a good one? BR
- How do I make new friends? BR
- How can I respect my own needs and the needs of others? BR
- How can I make up with friends when I have fallen out with them? BR
- How does what I do affect others? BR
- Do I know what to do if someone is unkind to me? SR

- Families
- Kindness, cooperation & turn taking
- Friendship
- Bullying
- Conflict resolution
- Telling an adult & asking for help
- Being assertive
- Networks of support
- Supporting others

Myself & My Relationships

My Emotions (ME F)

- Can I recognise and talk about my feelings? SR
- Can I recognise emotions in other people and say how they might be feeling? SR
- Do I know what might cause different emotions in myself and other people? SR
- How might I and others feel when things change? SR
- What are some simple ways to help myself feel better? SR
- How can I help other people feel better? SR
- What could I do when things are difficult for me? MS

- Identifying and managing emotions
- Feelings, thoughts and behaviour
- Fair and unfair
- Loss and change
- Empathy
- Perseverance & resilience
- Independence & asking for help

Citizenship

Identities & Diversity (ID F)

- Who are the people in my class and how are we similar to and different from each other? PCC
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- What are some of the similarities and differences in the way people live their lives? PCC
- What is life like in other countries? PCC
- How can we value different types of people including what they believe in and how they live their lives?
- How do we celebrate what we believe in and how is this different for different people? PCC

- Similarities, difference and diversity
- Respecting and valuing others
- The way we live
- Neighbourhood
- Our beliefs
- Routines, customs and traditions
- Culture, race and religion

Citizenship

Me & My World (MW F)

- Who are the people who help to look after me and my school? PP
- How can I help to look after my school?
- How can I help to care for my things at home?
- Where do I live and what are the different places and features in my neighbourhood? PCC
- Who are the people who live and work in my neighbourhood, including people who help me? PP
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

- People and places
- Family, school, neighbourhood
- Jobs, roles and responsibilities
- Helping and working together
- Caring for living things
- Local environments
- Money

Healthy & Safer Lifestyles

My Body & Growing Up (BG F)

- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- **How can I look after my body and keep it clean?** MS
- **How am I learning to take care of myself and what do I still need help with?** MS
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

- Valuing the body
- External body parts
- My teeth
- Similarities & differences
- Self care skills
- Change and responsibilities

Healthy & Safer Lifestyles

Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these? MS

- Assessing risk
- Personal safety skills
- Networks of Support
- Safe and unsafe secrets
- Safe and unsafe touches
- Safer play & help when lost
- Road Safety
- Safe use of medicines
- Medicines, pills, injections

Healthy & Safer Lifestyles

Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- **What can I do to help keep my body healthy?** MS
- **Why are food and drink are good for us?** MS
- **How can I make healthier choices about food?** MS
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

- Healthy choices
- My teeth
- Food and drink
- Exercise
- Rest and sleep
- Leisure time

Early Learning Goals 2021:

Prime Area: **Personal, Social & Emotional Development:**

SR - Self Regulation • MS - Managing Self • BR Building Relationships

Specific Area: **Understanding the World:**

PP - Past and Present • PCC - People, Culture and Communities

Bold text & initials = main link Initials only = contributes to

Cambridgeshire Primary Personal Development Programme • Years 1 and 2 Framework



Myself & My Relationships Beginning and Belonging (BB 1/2)

- Do I understand simple ways to help my school feel like a safe, happy place? RR
- How can I get to know the people in my class? CF
- How do I feel when I am doing something new? MW
- How can I help someone feel welcome in class? MW
- What helps me manage in new situations? MW
- Who can help me at home and at school? BS

- Feeling safe and happy
- Belonging in the class / school / community
- Ground rules / class charters
- Doing new things
- Resilience
- Asking for help

Citizenship Rights, Rules & Responsibilities (RR 1/2)

- How do rules and conventions help me to feel happy & safe? (RR)
- How do I take part in making rules?
- Who looks after me and what are their responsibilities?
- What jobs and responsibilities do I have in school and at home?
- Can I listen to other people, share my views and take turns? RR
- Can I take part in discussions and decisions in class?

- Class and school rules and charters
- Rules and laws in society
- Understanding right and wrong
- Explaining views
- Decision making
- School and class councils
- Responsibilities to other people

Myself & My Relationships My Emotions (ME 1/2)

- What am I good at and what is special about me? RR
- How can I stand up for myself? RR
- Can I name some different feelings? MW
- Can I describe situations in which I might feel happy, sad, cross etc? MW
- How do my feelings and actions affect others? MW
- How do I manage some of my emotions and associated behaviours? MW
- What are the different ways people might relax and what helps me to feel relaxed? MW
- Who do I share my feelings with? MW

- Self awareness
- Assertiveness
- Identifying & naming emotions
- Coping with feelings
- Feelings, thoughts & behaviour
- Likes & dislikes
- Impulsive behaviour
- Calming down & relaxing
- Seeking support

Myself & My Relationships Family and Friends (FF 1/2)

- Can I describe what a good friend is and does and how it feels to be friends? CF
- Why is telling the truth important? CF
- What skills do I need to choose, make and develop friendships? CF
- How might friendships go wrong, and how does it feel? CF
- How can I try to mend friendships if they have become difficult? CF
- What is my personal space and how do I talk to people about it? BS
- Who is in my family and how do we care for each other? FP
- Who are my special people, why are they special and how do they support me? CF

- Friendship
- Truthfulness
- My family
- Special people
- Problem solving in relationships
- Different points of view
- Personal space
- Networks of support

Citizenship Working Together (WT 1/2)

- What am I and other people good at?
- What new skills would I like to develop?
- How can I listen well to other people? RR
- How can I work well in a group? RR
- Why is it important to take turns? RR
- How can I negotiate to sort out disagreements? CF
- How are my skills useful in a group?
- What is a useful evaluation? RR

- Recognising strengths
- Developing skills
- Steps towards goals
- Effective communication
- Compromise & co-operation
- Discussion & negotiation
- Applying group work & communication skills
- Evaluating

Myself & My Relationships Anti-bullying (AB 1/2)

- Why might people fall out with their friends? CF
- Can I describe what bullying is? RR
- Do I understand some of the reasons people bully others? RR
- Why is bullying never acceptable or respectful? RR
- How might people feel if they are being bullied? MW
- Who can I talk to if I have worries about friendship difficulties or bullying? RR
- How can I be assertive? RR
- Do I know what to do if I think someone is being bullied? RR
- How do people help me to build positive and safe relationships? CF
- What does my school do to stop bullying? RR

- Respecting difference
- Defining bullying
- Physical, mental and emotional wellbeing
- Assertiveness
- Networks of support
- Telling & asking for help
- Supporting others
- Creating an anti-bullying ethos

Citizenship Diversity and Communities (DC 1/2)

- What makes me 'me', what makes you 'you'? RR
- Do all boys and all girls like the same things? RR
- What is my family like and how are other families different? FP
- What different groups do we belong to? RR
- What is a stereotype and can I give some examples? RR
- Who helps people in my locality and what help do they need? MW
- What does 'my community' mean and how does it feel to be part of it? MW
- How do people find out about what is happening in my community? MW
- How do we care for animals and plants?
- How can I help look after my school?

- My identity
- Different families
- Different cultures and beliefs
- Groups in and out of school
- Respect
- Community
- Stereotypes
- People who help us
- School environment
- Needs of people/animals / pets/plants

Economic Wellbeing Financial Capability (FC 1/2)

- Where does money come from and where does it go when we 'use' it?
- How might I get money and what can I do with it?
- How do we pay for things?
- What does it mean to have more or less money than you need?
- How do I feel about money?
- How do my choices affect me, my family, others?
- What is a charity?

- Money in different / familiar contexts
- Cash values
- Money as a finite resource
- Uses of money
- Saving and spending
- Effects of loss
- How banks etc work
- Emotions in relation to money
- Charity

<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 1/2)</p> <ul style="list-style-type: none"> • What are risky situations and how might I feel? MW • What is my name, address and phone number and when might I need to give them? BFA • What is an emergency and who can help? BFA • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW • What are the benefits and risks for me in the sun and how can I stay safer? HP • What do I enjoy when I'm near water and how can I stay safer? MW • What are the risks for me if I am lost and how can I get help? BS • How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA 	<p>Healthy & Safer Lifestyles Drug Education (DE 1/2)</p> <ul style="list-style-type: none"> • Which substances might enter our bodies, how do they get there and what do they do? DAT • What are medicines and why and when do some people use them? DAT • When and why do people have an injection from a doctor or a nurse? HP • Who is in charge of what medicine I take? DAT • What different things can help me feel better if I feel poorly? DAT • How can I keep safe with medicines and substances at home and at school? DAT • What is persuasion and how does it feel to be persuaded? MW
<p>Healthy & Safer Lifestyles Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> • What are some examples of ways in which I use technology and the internet and what are the benefits? OR • What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR • What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR • What sort of information might I choose to put online and what do I need to consider before I do so? OR • When might I need to report something and how would I do this? OR • What sort of rules can help to keep us safer and healthier when using technology? IS • Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS 	<p>Healthy & Safer Lifestyles Personal Safety (PS 1/2)</p> <ul style="list-style-type: none"> • Can I identify different feelings and tell others how I feel? MW • Which school/classroom rules are about helping people to feel safe? BS • Can I name my own Early Warning Signs? BS • How do I know which adults and friends I can trust? CF • Who could I talk with if I have a worry or need to ask for help? BS • What could I do if a friend or someone in my family isn't kind to me? BS • Can I identify private body parts and say 'no' to unwanted touch? BS • What could I do if I feel worried about a secret? BS • What could I do if something worries or upsets me when I am online? BS
<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none"> • What are the names of the main parts of the body? BS • What can my amazing body do? • When am I in charge of my actions and my body? BS • How can I keep my body clean? HP • How can I avoid spreading common illnesses and diseases? HP 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)</p> <ul style="list-style-type: none"> • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) • What do babies and children need from their families? FP • Which stable, caring relationships are at the heart of families I know? FP • What are my responsibilities now I'm growing up? CAB
<p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 1/2)</p> <ul style="list-style-type: none"> • How can I stay as healthy as possible? HP • What does it feel like to be healthy? MW • What does healthy eating mean and why is it important? HE • Why is it important to be active & what are the opportunities for physical activity? PHF • What foods do I like and dislike and why? • What can help us eat healthily? HE • Why do we need food? • What healthy choices can I make? 	<p>Myself & My Relationships Managing Change (MC 1/2)</p> <ul style="list-style-type: none"> • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? MW • How do friendships change? CF • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW • How might people feel when they lose a special possession? • When can I make choices about changes?

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe

Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid
• CAB Changing Adolescent Body

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Myself & My Relationships

Beginning and Belonging (BB 3/4)

- What is my role in helping my school be a place where we can learn happily and safely? RR
- How can we build relationships in our class and how does this benefit me? CF
- What does it feel like to be new or to start something new? MW
- How can I help children and adults feel welcome in school? RR
- What helps me manage a new situation or learn something new? MW
- Who are the different people in my network who I can ask for help? BS

- Ground rules / class charters
- Responsibilities
- Belonging
- New situations
- Meeting new people
- Resilience
- Managing feelings
- Asking for help
- Networks of support

Citizenship

Rights, Rules & Responsibilities (RR 3/4)

- What does it mean to be treated and to treat others with respect? RR
- Who are those in positions of authority within our school and communities and how can we show respect? RR
- Why do we need rules and conventions at home and at school? RR
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Respect
- Authority
- Class/school rules & charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

Myself & My Relationships

My Emotions (ME 3/4)

- Why is it important to accept and feel proud of who we are? RR
- What does the word 'unique' mean and what do I feel proud of about myself? RR
- Why is mental wellbeing as important as physical wellbeing? MW
- How can I communicate my emotions? MW
- Can I recognise some simple ways to manage difficult emotions? MW
- What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW
- How do my actions and feelings affect the way I and others feel? MW
- How do I care for other people's feelings? MW
- Who can I talk to about the way I feel? MW
- How can I disagree without being disagreeable? RR

- Self-respect
- Mental wellbeing
- Communicating emotions
- Self-care
- Diverse emotions/ responses
- Care & respect for others
- Seeking support

Myself & My Relationships

Family and Friends (FF 3/4)

- How do good friends behave on and offline and how do I feel as a result? OR
- What is a healthy friendship and how does trust play an essential part? CF
- What skills do I need for choosing, making and developing friendships and how effective are they? CF
- How can I help to resolve disagreements positively by listening and compromising? CF
- Can I empathise with other people in a disagreement? CF
- How can I check with my friends that their personal boundaries have not been crossed? BS
- How do my family members help each other to feel safe and secure even when things are tough? FP
- Who is in my network of special people now and how do we affect and support each other? FP

- Developing friendships
- On and offline friendships
- Emotions in relationships
- Trustworthiness
- Special people and networks
- Compromise
- Empathy
- Conflict resolution
- Personal boundaries
- Networks of support

Citizenship

Working Together (WT 3/4)

- What am I good at and what are others good at?
- What new skills would I like or need to develop?
- How well can I listen to other people? RR
- How do I ask open questions? RR
- How can I share my views and opinions effectively? RR
- How can different people contribute to a group task?
- How can I persevere and overcome obstacles to my learning? CF
- How can I work well in a group? CF
- What is useful evaluation?
- How do I give constructive feedback and receive it from others? RR

- Recognising and valuing strengths
- Developing skills
- Steps towards goals
- Effective communication
- Questioning skills
- Problem solving and perseverance
- Decision making
- Communication and group work skills
- Evaluating
- Feedback

Myself & My Relationships

Anti-bullying (AB 3/4)

- How are falling out and bullying different? CF
- How do people use power when they bully others? RR
- What are the key characteristics of different types of bullying? RR
- How can lack of respect and empathy towards others lead to bullying? RR
- What is the difference between direct and indirect forms of bullying? RR
- What are bystanders and followers and how might they feel? MW
- Do I understand that bullying might affect how people feel for a long time? MW
- How can I support people I know who are being bullied by being assertive? RR
- How does my school prevent bullying and support people involved? RR

- Falling out
- Prejudiced-based bullying
- Respect
- Direct and indirect bullying
- Cyberbullying
- Bystanders and followers
- Being supportive
- Getting help

Citizenship

Diversity and Communities (DC 3/4)

- What have we got in common and how are we different? RR
- How might others' expectations of girls and boys affect people's feelings and choices? RR
- How are our families the same and how are they different? FP
- Do people who live in my locality have different traditions, cultures and beliefs? RR
- How does valuing diversity benefit everyone? RR
- Why are stereotypes unfair and how can I challenge them? RR
- How do people in my locality benefit from being part of different groups? MW
- What are the roles of people who support others with different needs in my community? MW
- How does the media work in my community? MW
- How can we care for the local environment and what are the benefits?
- What do animals need, and what are our responsibilities?

- Similarities and differences
- People in the community
- People with different backgrounds
- Stereotypes
- Roles in the community
- Local environment
- Animal welfare
- Role of the media

Economic Wellbeing

Financial Capability (FC 3/4)

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is 'value for money'?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

- Understanding large amounts of money
- Sources of money
- Saving and spending
- Cash versus money
- Keeping track of money
- Value for money
- Impact of choices
- Charities
- Emotions

Healthy & Safer Lifestyles

Managing Safety and Risk (MSR 3/4)

- How do I feel in risky situations and how might my body react? MW
- Can I make decisions in risky situations and might my friends affect these decisions?
- When might I meet adults I don't know & how can I respond safely? BS
- What actions could I take in an emergency or accident and how can I call the emergency services? BFA
- What are the benefits of using the roads and being near water and how can I reduce the risks? MW
- How is fire risky and how can I reduce the risks?
- How do I keep myself safe during activities and visits?
- How can I stop accidents happening at home and when I'm out?

- Emotions in risky situations
- Dealing with pressure in risky situations
- Reactions to risk
- Taking action in an emergency
- Road safety
- Fire safety
- Beach safety
- Safety near waterways
- Safety during activities and visits
- Preventing accidents in familiar settings

Healthy & Safer Lifestyles

Drug Education (DE 3/4)

- What medical & legal drugs do I know about, and what are their effects? DAT
- Who uses and misuses legal drugs? DAT
- Why do some people need medicine and who prescribes it? DAT
- What are immunisations and have I had any? HP
- What are the safety rules for storing medicine and other risky substances? DAT
- What should I do if I find something risky, like a syringe? DAT
- What do I understand about how friends and the media persuade and influence me? CF

- Medicines and legal drugs
- People who use medicines & legal drugs
- Rules for safe storage
- Finding risky items
- Influence of friends and media
- Immunisations

Healthy & Safer Lifestyles

Digital Lifestyles (TG Digital Lifestyles)

- How might my use of technology change as I get older, and how can I make healthier and safer decisions? OR
- How does my own and others' online identity affect my decisions about communicating online? OR
- How might people with similar likes & interests get together online? OR
- Can I explain the difference between "liking" and "trusting" someone online? OR
- What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? OR
- When looking at online content, what is the difference between opinions, beliefs and facts? OR
- Why is it important to ration the time we spend using technology and/or online? ISH
- How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it? ISH
- Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making? ISH

- Benefits of technology
- Being healthier & safer
- Online identity
- Online contact
- Liking & trusting
- Mental wellbeing
- Reliability of online content
- Age restrictions
- Asking for help

Healthy & Safer Lifestyles

Personal Safety (PS 3/4)

- How do I recognise my own feelings and communicate them to others? MW
- Which school/classroom rules are about helping people to feel safe? RR
- Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS
- What qualities do trusted adults and trusted friends have? CF
- Who is on my network of support and how can I ask them for help? BS
- What could I do if I feel worried about a friendship or family relationship? BS
- What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS
- How can I decide if a secret is safe or unsafe? BS
- How can I keep safe online? BS

- Identifying and communicating feelings
- School/classroom rules
- Early Warning signs
- Identifying trusted adults
- Networks of support
- Safety continuum
- Recognising and reporting unkind behaviour
- Bodily autonomy
- Personal boundaries
- Safe, unsafe and unwanted touch
- Safe and unsafe secrets
- Online safety

<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP <ul style="list-style-type: none"> • Stages of human life cycle • Seed+egg • Being grown up • My responsibilities • Families' responsibilities • Caring families
<p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 3/4)</p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don't have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced? 	<p>Myself & My Relationships Managing Change (MC 3/4)</p> <ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? <ul style="list-style-type: none"> • Range of experiences of change • Positive changes • Emotions involved in loss and change • Taking responsibility for choices • Confidence in new situations • People I see, people I don't see • Bereavement
<p>Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe</p> <p>Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body</p> <p>Bold text & initials = main link Initials only = contributes to</p>	

Myself & My Relationships Beginning and Belonging (BB 5/6)

- What are my responsibilities for helping others in school feel happy and safe? RR
- How can I take responsibility for building relationships in my school and how does this benefit us all? CF
- How might different people feel when starting something new and how can I help? MW
- How do we help people feel welcome and valued in and out of school? CF
- What helps me to be resilient in a range of new situations? MW
- Are there more ways I can get help now and how do I seek support? BS

- Ground Rules / class charters
- Responsibilities
- Belonging
- New experiences
- Resilience
- Managing emotions
- Networks of support
- Online sources of support

Citizenship Rights, Rules & Responsibilities (RR 5/6)

- What are the conventions of courtesy & manners and how do these vary? RR
- How does my behaviour online affect others and how can I show respect? IS/RR
- Why is it important to keep my personal information private, especially online? IS
- How can I contribute to making and changing rules in school?
- How else can I make a difference in school?
- What are the basic rights of children and adults?
- Why do we have laws in our country?
- How does democracy work in our community and in our country?
- What do councils, councillors, parliament and MPs do?
- How do I take part in debate, respectfully listening to other people's views? RR

- Courtesy, manners & respect
- Online behaviour
- Privacy
- Ground rules/class charters
- Children's rights
- Conflicting rights & responsibilities
- Rules and laws in society
- Role of the police
- Local & national democracy
- Participation in class & school
- School and class councils
- Social and moral issues

Myself & My Relationships My Emotions (ME 5/6)

- How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW
- What does it mean to have a 'strong sense of identity' & 'self-respect'? RR
- What can I do to boost my self-respect? RR
- How do I manage strong emotions? MW
- How can I judge if my own feelings and behaviours are appropriate & proportionate? MW
- How do I recognise how other people feel and respond to them?
- What is loneliness and how can we manage feelings of isolation? MW
- How common is mental ill health and what self-care techniques can I use? MW
- How and from whom do I get support when things are difficult? MW

- Mental health
- Self-respect & identity
- Feelings, thoughts, behaviour
- Recognising strong feelings
- Loneliness
- Empathy
- Networks of support

Myself & My Relationships Family and Friends (FF 5/6)

- What are the characteristics of healthy friendships on and offline and how do they benefit me? CF
- How do trust and loyalty feature in my relationships on and offline? CF
- What are the benefits and risks of making new friends, including those I only know online? OR
- Can I always balance the needs of family & friends & how do I manage this? FP
- Can I communicate, empathise & compromise when resolving friendship issues? CF
- How can I check that my friends give consent on and offline? BS
- How do people in my family continue to support each other as things change? FP
- Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR

- Healthy friendships
- Trust
- Loyalty
- Empathy
- Compromise
- Consent
- Changing networks
- Family support
- Influences and pressures
- Cooperation
- Networks of support
- Online communities

Citizenship Working Together (WT 5/6)

- What are my strengths and skills and how are they seen by others?
- What helps me learn new skills effectively?
- What would I like to improve and how can I achieve this?
- How could my skills and strengths be used in future employment?
- What are some of the jobs that people do?
- How can I be a good listener to other people? CF
- How can I share my views effectively and negotiate with others to reach agreement? RR
- How can I persevere and help others to do so? CF
- How can I give, receive and act on sensitive and constructive feedback? RR

- Self perception and self evaluation
- Developing skills
- Steps towards goals
- The world of work
- Effective communication
- Chairing group discussions
- Courtesy, negotiation & debate
- Problem solving and perseverance
- Influence of the media
- Evaluation

Myself & My Relationships Anti-bullying (AB 5/6)

- Can I explain the differences between friendship difficulties and bullying? CF
- Can I define the characteristics and different forms of bullying? RR
- How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH
- What do all types of bullying have in common? RR
- Might different groups experience bullying in different ways? MW
- How can people's personal circumstances affect their experiences? MW
- How does prejudice sometimes lead people to bully others? CF
- Can I respond assertively to bullying, online and offline? RR
- How might bullying affect people's mental wellbeing and behaviour? MW
- How and why might peers become colluders or supporters in bullying situations? RR
- Can I identify ways of preventing bullying in school and the wider community? RR

- Friendship difficulties
- Defining bullying
- Bullying relating to race/religion/culture
- Homophobic, biphobic & transphobic bullying
- Cyberbullying
- Physical, mental & emotional wellbeing
- Peer influence
- Bystanders/colluders
- Responsive strategies
- Assertiveness
- Equality Act
- Sources of support

<p>Citizenship</p> <p>Diversity and Communities (DC 5/6)</p> <ul style="list-style-type: none"> How do other people's perceptions, views and stereotypes influence my sense of identity? RR How do views of gender affect my identity, friendships, behaviour & choices? RR What are people's different identities, locally and in the UK? FP How can I show respect to those with different lifestyles, beliefs & traditions? RR What are the negative effects of stereotyping? RR Which wider communities & groups am I part of & how does this benefit me? MW What are voluntary organisations and how do they make a difference? MW What is the role of the media and how does it influence me and my community? Who cares for the wider environment and what is my contribution? <ul style="list-style-type: none"> Influences on my identity Gender Diversity in communities Challenging stereotypes Voluntary, community, charitable and pressure groups The media Environmental issues Sustainability 	<p>Economic Wellbeing</p> <p>Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> What different ways are there to gain money? What sort of things do adults need to pay for? How can I afford the things I want or need? How can I make sure I get 'value for money'? Why don't people get all the money they earn? How is money used to benefit the community or the wider world? What is poverty? <ul style="list-style-type: none"> Earnings & deductions Wants and needs Range of jobs Budgeting Debt and credit Financial planning (including insurance and pensions) Making choices Managing feelings about money Poverty Role of charities
<p>Healthy & Safer Lifestyles</p> <p>Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> When might it be good for my mental health for me to take a risk? MW What are the possible benefits and consequences of taking physical, emotional and social risks? MW When am I responsible for my own safety as I get older and how can I keep others safer? BS How can I safely get the attention of a known or unknown adult in an emergency? BS Can I carry out basic first aid in common situations, including head injuries? BFA What are the benefits of cycling and walking on my own and how can I stay safer? MW How can being outside support my wellbeing & how do I keep myself safe in the sun? HP What are the benefits of using public transport and how can I stay safe near railways? How can I prevent accidents at school and at home, now that I can take more responsibility? <ul style="list-style-type: none"> Personal responsibility for safety Risk reduction strategies Getting help Sources of support Basic first aid Road safety Sun safety Cycle safety Railway safety Electrical safety Health and safety rules in school Preventing a wider range of accidents 	<p>Healthy & Safer Lifestyles</p> <p>Drug Education (DE 5/6)</p> <ul style="list-style-type: none"> What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT How does drug use affect the way a body or brain works? DAT How do medicines help people with different illnesses? DAT What immunisations have I had or may I have in future and how do they keep me healthy? HP What is drug misuse? DAT What are some of the laws about drugs? DAT How can I assess risk, recognise peer influence & respond assertively? (RR) When and how should I check information about drugs? DAT <ul style="list-style-type: none"> Effects of drug use Essential use of medicines Drug misuse Staying safe around risky substances Influence of friends and media Reliability of information Immunisations
<p>Healthy & Safer Lifestyles</p> <p>Digital Lifestyles (TG Digital Lifestyles)</p> <ul style="list-style-type: none"> What are some examples of how I use the internet, the services it offers, and how do I make decisions? OR What are the principles for my contact and conduct online, including when I am anonymous? OR How can I critically consider my online friendships, contacts and sources of information, and make positive contributions? OR How might the media shape my ideas about various issues and how can I challenge or reject these? OR Can I explain some ways in which information and data is shared and used online? OR How can online content impact on me positively or negatively? OR What are my responsibilities for my own and others' mental and physical wellbeing online and how can I fulfil these? IS What are some ways of reporting concerns and why is it important to persist in asking? IS Can I identify, flag and report inappropriate content? IS <ul style="list-style-type: none"> Decision making Positive contributions Evaluating content Information storage & sharing Mental & physical wellbeing Responsibilities Reporting 	<p>Healthy & Safer Lifestyles</p> <p>Personal Safety (PS 5/6)</p> <ul style="list-style-type: none"> How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW Can I use my Early Warning Signs to judge how safe I am feeling? BS How do I judge who is a trusted adult or trusted friend? CF How can I seek help or advice from someone on my network of support and when should I review my network? BS How could I report concerns of abuse or neglect? BS Can I identify appropriate & inappropriate or unsafe physical contact? BS How do I judge when it is not right to keep a secret and what action could I take? BS How can I recognise risks online and report concerns? OR What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS <ul style="list-style-type: none"> Recognising own feelings & considering others Rights and responsibilities Is my fun, fun for everyone? Early Warning signs Identifying trusted adults Networks of support Safety continuum Recognising and reporting abuse or neglect Bodily autonomy Personal boundaries Safe, unsafe, unwanted touch Safe and unsafe secrets Online safety Protective interruption Assessing risk

<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical and emotional change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP 	<ul style="list-style-type: none"> • Human lifecycle • Sexual reproduction • Changing emotions and relationships • Responsibility for others • Love and care • Marriage & civil partnership • Families
<p>Healthy & Safer Lifestyles Healthy Lifestyles (HL 5/6)</p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS 	<ul style="list-style-type: none"> • Eatwell Guide • Nutritional content • Portion sizes • Meal planning • Sleep hygiene • Dental health • Health as a continuum • Risks & benefits of lifestyle choices • Physical illness • Gaming/social media age restrictions 	<p>Myself & My Relationships Managing Change (MC 5/6)</p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW 	<ul style="list-style-type: none"> • Range of changes • Emotions • Strategies for change • Supporting others • School/phase transition

Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe

Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid
• CAB Changing Adolescent Body

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