How Our PSHE Curriculum is Organised

Substantive Knowledge and Core Concepts

Overarching concepts:

- Self-awareness
- Inclusivity
- Embracing diversity
- Being a courageous advocate for change
- Outward facing citizen of the local and global community

Knowing about:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity (Y6)

Disciplinary Knowledge and Skills – Thinking and Working Like a

- Listening
- Communicating
- Empathising
- Being responsible
- Managing change
- Reflecting

Rationale

Our PSHE curriculum enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. Our RSE programme intends to help and support young people through their physical, emotional and moral development. A successful programme, firmly embedded in PSHE, will help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood. We teach a spiral curriculum, with key areas revisited again and again, with increasingly complexity, allowing pupils to revisit and build on their previous learning and meet the needs of our small, mixed-age cohorts.

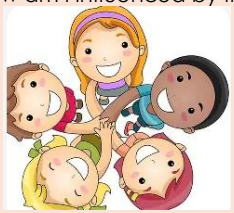
PSHE Four-Year Rolling Plan

EYFS/KS1 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**Friends and Families**	**Myself**	**The World**
	LQ: Who are our families and how do they help me? Families and relationships/Health and Wellbeing	LQ: How can I keep healthy? Health and Wellbeing/Safety and the Changing Body	LQ: What is a need and what is a want? Citizenship/Economic Wellbeing/Transition
Year B	**Friendships**	**Staying Safe**	**Topic**
	LQ: What do we do when friendships go wrong? Families and relationships/Health and Wellbeing	LQ: How do I stay safe? Health and Wellbeing/Safety and the Changing Body	LQ: What is my role in the world? Citizenship/Economic Wellbeing/Transition
Year C	**Friends and Families**	**Myself**	**The World**
	LQ: Who are our families and how do they help me? Families and relationships/Health and Wellbeing	LQ: How can I keep healthy? Health and Wellbeing/Safety and the Changing Body	LQ: What is a need and what is a want? Citizenship/Economic Wellbeing/Transition
Year D	**Friendships**	**Staying Safe**	**Topic**
	LQ: What do we do when friendships go wrong? Families and relationships/Health and Wellbeing	LQ: How do I stay safe? Health and Wellbeing/Safety and the Changing Body	LQ: What is my role in the world? Citizenship/Economic Wellbeing/Transition

PSHE Four-Year Rolling Plan

KS2 Topics and Conceptual Overview

	Autumn	Spring	Summer
Year A	**Topic**	**Topic**	**Topic**
	LQ: What is a healthy relationship? Families and Relationships/Health and Wellbeing	LQ: What is kind? Safety and the Changing Body/Citizenship	LQ: What is prejudice and discrimination? Citizenship/Economic Wellbeing/Transition (Y5/6)/Identity (Y6)
Year B	**Topic**	**Topic**	**Topic**
	LQ: What is a stereotype and how is this linked to gender? Families and Relationships/Health and Wellbeing	LQ: How am I influenced by friends?  Safety and the Changing Body/Citizenship	LQ: What is community and what are my responsibilities? Citizenship/Economic Wellbeing/Transition (Y5/6)/Identity (Y6)
Year C	**Topic**	**Topic**	**Topic**
	LQ: How can I manage my friendships Families and Relationships/Health and Wellbeing	LQ: How is my body changing as I grow up? Safety and the Changing Body/Citizenship	LQ: How can I look after my money? Citizenship/Economic Wellbeing/Transition (Y5/6)/Identity (Y6)
Year D	**Topic**	**Topic**	**Topic**
	LQ: What does a healthy life cycle look like? Families and Relationships/Health and Wellbeing	LQ: How do I keep my relationships positive? Safety and the Changing Body/Citizenship	LQ: What does growing up mean for me? Citizenship/Economic Wellbeing/Transition (Y5/6)/Identity (Y6)

	Autumn		Spring		Summer	
Year A EYFS and KS1 Topic	**Topic** LQ: Who are our families and how do they help me?		**Topic** LQ: How can I keep healthy?		**Topic** LQ: What is a need and what is a want?	
EYFS Knowledge Blocks	**Age 3/4** I know who is in my family and talk about it to an adult I know who is important to me. I know how to share and take turns I know What I like and can talk about it with an adult	**EYFS** I know about my family. I know that all families are valuable and special. I know why it is important to share and cooperate with others. I know I am a valuable individual. I know that it is ok to like different things.	**Age 3/4** I know how to wash my hands I know that wearing a hat keeps me safe from the sun I know who to go to if I need help at school and at home.	**EYFS** I know that I wash my hands to kill germs and stop me getting poorly I know that I wear a hat and suncream to protect my skin from the sun. I know to stop, look, listen and think before crossing a road I know who in my local community can help me and how to ask them for help.	**Age 3/4** I know what the rules are in school. I know I am part of Barton school. I know that we use money to pay for items we want or need. I know that there are different jobs that people do.	**EYFS** I know why we have rules in school and at home I know that I am part of my village community, my school community and any groups outside of school that I may belong to (sports, rainbows, cubs etc) I know that we use money to pay for items in shops but this may be by using a card I know that people go to work to earn money to help us to buy things we want and need.
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**		**Substantive Concept: Health and Wellbeing; Safety and Changing Body**		**Substantive Concept: Citizenship; Economic Wellbeing; Transition**	
KS1 Vocabulary	Care, emotion, family, friendship, listen, love, manners, positive, relation, remember, respect, share, support, team, trust, emotions, feelings, qualities, relax, diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths		Allergy, germs, ill, poorly, adult, boundaries, contact, damage, manners, medicine, police, road, safe, secret		Rule, unique, different, same, group, role, community, environment, responsibility, job, bank, building society, cash, coins, earn, need, notes, priority, save, skill, spend, value, want, transition	
Rationale	We will explore how families can be different, the characteristics and impact of positive friendships, learn that issues can be overcome, people show		We will learn why we wash our hands and how to do so effectively, learn how to stay safe in the sun,		We will consider why we have rules, recognise similarities and differences between ourselves and others, think about the groups that we belong to,	

	feelings differently and that stereotyping is unfair. We will look at conventions of manners and develop an understanding of self-respect. We will also understand emotions, identify our strengths and qualities and learn about the importance of sleep and relaxation for our wellbeing	deal with allergic reactions and think about the people who help to keep us healthy. We will learn how to communicate safely with adults, consider who keeps us safe in our community, learn steps to crossing the road safely, identify which substances should or not go in the body, learn how to call 999, know the difference between secrets and surprises and learn about appropriate and inappropriate contact.	consider job roles in our community and suggest ways to improve our school and local environments. We will understand what money is and where it comes from, recognise the difference between needs and wants, learn how to keep cash safe, understand the purpose of banks and building societies, and understand that skills and interests influence job choices. At the end of the year, the Year 1 children will consider the skills they have developed throughout the year whilst Year 2 will ask questions to help them deal with the transition ahead.
Key Text	The Family Book, by Todd Parr Where are you Blue Kangaroo? By Emily Chichester Clark Quick as a Cricket, by Audrey Wood	I Choose to Say No, by Elizabeth Estrada	
KS1 Key Learning Substantive Knowledge **Click on unit title to go to correct unit on Kapow.**	Families and relationships: • I know that families look after us. • I know how people are related. • I know that families can be made up of different people and may be different to my family. • I know the characteristics of a positive friendship. • I know that friendships can have problems, but these can be overcome. • I know that some problems might happen in friendships and some might need addressing. • I know that (gender) stereotyping is when people think of things as being 'for boys' or 'for girls' only. • I know some ways people show their feelings. • I know what good manners are. • I know some gender stereotypes related to jobs.. Health and Wellbeing: • I know that sleep helps my body to repair itself, to grow and restores my energy. • I know the words to describe some positive and negative emotions. • I know that strengths are things we are good at.	Health and Wellbeing: • I know we can limit the spread of germs by having good hand hygiene. • I know the five S's for sun safety: slip, slop, slap, shade, sunglasses. • I know what an allergy is. • I know that there are people in the local community who help to keep us healthy. • I know that certain foods and other things can cause allergic reactions in some people. Safety and my Changing Body: • I know the difference between secrets and surprises. • I know the rules for crossing the road safely. • I know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • I know that the emergency services are the police, fire service and the ambulance service.	Citizenship: • I know the school rules and why they are important. • I know ways in which we are the same and different to other people. • I know some of the different places where rules apply. • I know that some rules are made to be followed by everyone and are known as 'laws'. • I know some of the jobs people do to look after the environment in school and the local community. Economic Wellbeing: • I know that coins and notes have different values. • I know some of the ways children may receive money. • I know that it is wrong to steal money. • I know that banks are places where we can store our money. • I know some jobs in school. • I know that different jobs need different skills. • I know the difference between a 'want' and 'need' • I know some of the ways in which adults get money. (Y2)

	• I know that qualities describe what we are like.		• I know some of the features to look at when selecting a bank account Transition: • To understand that changes can be both positive and negative. • To understand that change is part of life.
Year A KS2 Topic	**Topic** LQ: What is a healthy relationship?	**Topic** LQ: What is kind?	**Topic** LQ: What is prejudice and discrimination?
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**	**Substantive Concept: Health and Wellbeing; Safety and Changing Body**	**Substantive Concept: Citizenship; Economic Wellbeing; Transition**
KS2 Vocabulary	Bullying, communicate, empathy, sympathy, open questions, similar, solve, trust, acts of kindness, authority, bereavement, boundaries, bystander, permission, fail, protect, responsibility, steps, antibodies, habit, vaccination	Assertive, aggressive, passive, healthy, portion, serving, risk, responsibility, UV rays, skin cancer, positive, email, kind, identity, password, cyberbullying, report, content, sharing, internet, social media, private, public, surprise, uncomfortable, worried, infection, allergic, breathing, decision, choices	Rule, law, trial, fair, prejudice, discrimination, energy, environment, community, recognition, media, freedom of expression, right, responsibility, parliament, monarch, Prime Minister, House of Commons, House of Lords, bank balance, bank statement, budget, career, debit card, expense, feeling, qualification, save, spend, stereotype, transition
Rationale	We will learn about how to deal with friendship issues and identifying bullying and its effects, learn about the issues with stereotyping, consider physical and emotional boundaries and whom to trust and think about how to support someone who has suffered a bereavement. We will also learn about the importance of relaxation and sleep, understand how to cope with failure and learn how to set and achieve goals.	We will learn how to take precautions while in the sun, about healthy meals and ingredients and learn about different emotions and possible ways to dealing with a difficult situation. We will learn about being kind and staying safe online, learn how to identify and deal with cyberbullying, understand the difference between secrets and surprises, learn how to treat bites and stings, consider who influences our choices, learn about road safety and how to call the emergency services and think about how our bodies change as we grow and change as we go through puberty.	We will understand what happens when the law is broken, learn how to recognise and challenge discrimination, understand the waster hierarchy, recognise the contribution people make to our community, explore the link between rights and responsibilities and learn how parliament works. We will also consider spending decisions, learn about how to create a budget, recognise that money affects how we feel and how we feel when money is lost, explore jobs available and learn about gender stereotyping in the workplace. We will consider the challenges and opportunities that a new year will bring as well as how to cope with worries.
Key Text		Would you Rather, by John Burningham	

KS2 Learning Substantive Knowledge **Click on unit title to go to correct unit on Kapow.**	Families and Relationships: (Y3/4) • I know that violence is never the right way to solve a friendship problem. • I know that bullying can be physical or verbal and not a one off event. • I know the different roles related to bullying including victim, bully and bystander. • I know that everyone has the right to decide what happens to their body. • I know some stereotypes are related to disability. • I know that trust is being able to rely on someone and it is an important part of relationships. • I know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. Health and Wellbeing: (Y5/6) • I know that relaxation stretches can help us to relax and de-stress. • I know that what we do before bed can affect our sleep quality. • I know what can cause stress. • I know that failure is an important part of success.	Health and Wellbeing: (Y5/6) • I know the risks of sun exposure. • I know that calories are the unit that we use to measure the amount of energy certain foods give us. Safety and Changing Body: (Y3/4) • I know that there are risks to sharing things online. • I know the difference between private and public. • I know that cyberbullying is bullying which takes place online. • I know that other people can influence our choices. • I know the physical changes to both male and female bodies as people grow from children to adults • I know that it is important to maintain the safety of myself and others, before giving first aid. • I know that bites or stings can sometimes cause an allergic reaction. Changing Body (Y5/6) • I know the risks associated with drinking alcohol • I know the process of the menstrual cycle. • I know the names of the external sexual parts of the body and the internal reproductive organs. • I know that puberty happens at different ages for different people • I know how a baby is conceived and develops **The puberty and reproduction lessons should be taught to individual year groups.	Citizenship: (Y5/6) • I know that parliament is made up of the House of Commons, the House of Lords and the Monarch. • I know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. • I know that education is an important human right. • I know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. • I know what happens when someone breaks the law. • I know that prejudice is making assumptions about someone based on certain information. • I know that discrimination is treating someone differently because of certain factors Economic Wellbeing: (Y3/4) • I know that budgeting money is important. • I know that there are a range of jobs available. • I know that money can be lost in a variety of ways. • I know the importance of tracking money. • I know that there are different ways to pay for things. • I know that some stereotypes can exist around jobs but these should not affect people's choices. Transition: Y3/4 Y5/6 • I know that setting goals can help us to achieve what we want. (Y3) • I know that change often brings about more opportunities and responsibilities. (Y4) • I know the skills needed for roles in school (Y5) • I know that a big change can bring opportunities but also worries

Year B KS1 and EYFS Topic	**Topic** LQ: What do we do when friendships go wrong?		**Topic** LQ: How do I stay safe?		**Topic** LQ: What is my role in the world?	
EYFS Knowledge Blocks	**Age 3/4**	**EYFS**	**Age 3/4**	**EYFS**	**Age 3/4**	**EYFS**
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**		**Substantive Concept: Health and Wellbeing; Safety and Changing Body**		**Substantive Concept: Citizenship; Economic Wellbeing; Transition**	
KS1 Vocabulary	Behaviour, care, emotions, family, feelings, friend, friendly, stereotype, problem, permission, friendship, love, manners, emotions, feelings, qualities, exercise,		Relax, relaxation, skill, healthy, diet, adult, boundaries, contact, damage, lost, kind, unsafe		Care, democracy, different, election, fair, pet, responsibility, rule, vote, bank, building society, cash, coins, earn, need, notes, priority, save, skill, spend, value, want	

	goal, growth mindset, physical activity, skill, strengths		
Rationale	We will explore how families can be different, the characteristics and impact of positive friendships, learn that issues can be overcome, people show feelings differently and that stereotyping is unfair. We will look at conventions of manners and develop an understanding of self-respect. We will also understand emotions, set achievable goals and consider how to overcome difficulties. We will learn about the importance of physical activity for our wellbeing.	We will learn about the importance of a healthy diet and relaxation for our wellbeing, and we will learn how to look after our teeth. We will also learn how to communicate safety with adults, learn steps to crossing the road safely, consider hazards at home, identify which substances should or should not go in the body, learn what to do when lost, be aware of some of the risks associated with the internet and learn about appropriate and inappropriate contact.	We will consider why we have rules, identify similarities and differences between ourselves and others, understand the needs to animals and younger children, begin to understand how voting gives a democratic decision and how the school council works and learn how to share my opinion on an issue. We will also understand what money is and different ways that children and adults get it, recognise the difference between needs and wants, consider why different people make different choices about spending and saving money, explore banks and building societies and understand that skills and interests influence career choices. In our transition lessons, Year 1 will consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead. We will consider the challenges and opportunities that a new year will bring as well as how to cope with worries.
Key Text	Familiar books showing different family setups Badger's Parting Gift by Sue Varley	Don't Hug Doug by Carrie Finison	
KS1 Key Learning Substantive Knowledge **Click on unit title to go to correct unit on Kapow.**	Families and Relationships: Year 1 • I know that families look after us. • I know some words to describe how people are related (eg. aunty, cousin) • I know that some information about me and my family is personal. • I know some characteristics of a positive friendship. • I know that friendships can have problems but that these can be overcome. • I know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Year 2 • I know some problems which might happen in friendships.	Health and Wellbeing: Year 1 • I know that food and drinks with lots of sugar are bad for my teeth. • I know the importance of exercise to stay healthy. • I know the balance of foods we need to keep healthy. Year 2 • I know that food and drinks with lots of sugar are bad for my teeth. • I know the importance of exercise to stay healthy. • I know the balance of foods we need to keep healthy. • I know that breathing techniques can be a useful strategy to relax. Safety and Changing Body:	Citizenship: • I know that different pets have different needs. • I know the needs of younger children and that these change over time. • I know that voting is a fair way to make a decision. • I know how democracy works in school through the school council. Economic Wellbeing: I know some of the ways children may receive money. • I know that it is wrong to steal money. • I know that banks are places where we can store our money. • I know some jobs in school.

	• I know that some problems in friendships might be more serious and need addressing. • I know some ways people show their feelings. • I know what good manners are. • I know some gender stereotypes related to jobs. Health and Wellbeing: Year 1 • I know the words to describe some positive and negative emotions • I know that a growth mindset means being positive about challenges and finding ways to overcome them. Year 2 • I know that we can feel more than one emotion at a time. • I know that a growth mindset means being positive about challenges and finding ways to overcome them.	• I know what to do if I get lost • I know that a hazard is something which could cause an accident or injury • I know that I should tell an adult if I see something which make me uncomfortable online. • I know the rules for crossing the road safely. • I know how to stay safe when using the internet. • I know that some physical contact is never acceptable. • I know the name of parts of the body including those of the private parts for their gender. • I know that I can choose what happens to my body and give permission and take it away.	• I know that different jobs need different skills. • I know the difference between a 'want' and 'need' • I know some of the ways in which adults get money. (Y2) Transition: • I know that changes can be both positive and negative. • I know that change is part of life.
Year B KS2 Topic	**Topic** LQ: What is a stereotype and how is this linked to gender?	**Topic** LQ: How am I influenced by friends?	**Topic** LQ: What is community and what are my responsibilities?
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**	**Substantive Concept: Health and Wellbeing; Safety and Changing Body**	**Substantive Concept: Citizenship; Economic Wellbeing; Transition**
KS2 Vocabulary	Attributes, cyberbullying, marriage, secret, wedding, authority, conflict, earn, expectation, grief, grieving, resolve, respect, belonging, identity, lonely, fluoride, mental health, negative emotions, positive emotions	Resilience, resilience, boundaries, visualise, barriers, online, friend, trust, consent, share, appropriate, risk, private, airway, obstruction, breathing, excessive, alcohol, responsible, peer pressure, decision, influence, puberty, change	Authority, cabinet, charity, community, consequence, council, councillor, democracy, diversity, environment, human rights, law, local government, protect, recycling, responsibility, reuse, rights, United Nation, discrimination, expenditure, gambling, giving back, growth mindset, income, interest, PIN, qualities, responsibility, repayment, skill, transition
Rationale	We will learn that families are varied and differences must be respected, understand physical and emotional boundaries in friendships, explore the roles of bully, victim and bystander, how behaviour affects others, manners in different situations and learn about bereavement.	We will identify our strengths, learn how to celebrate mistakes and develop a growth mindset and consider how we can increase our happiness. We will also learn about online friendships and how to stay safe online, drugs alcohol and tobacco and the influences that others have on us. How to deal with a chocking emergency and	We will learn about the importance of reusing and recycling, consider groups in the local community, understand the role of the local council, understand why we have rules and the consequences of breaking them and know about the rights that children have and human rights in general.

	We will also learn about how to stay healthy and how our diet affects our bodies and our teeth.	understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).	We will also develop an understanding about income and expenditure, borrowing, risks with money and research different careers and consider the routes into them. We will consider the challenges and opportunities that a new year will bring as well as how to cope with worries.
Key text			
KS2 Key Learning Substantive Knowledge **Click on unit title to go to correct unit on Kapow.**	Families and Relationship: (Y5/6) • I know that marriage is a legal commitment and is a choice people can make. • I know what attributes and skills make a good friend. • I know what might lead to someone bullying others. • I know what action a bystander can take when they see bullying. • I know everyone deserves respect but respect can be lost. • I know that stereotypes can be unfair, negative and destructive. • I know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. • I know that stereotypes can lead to bullying and discrimination Health and Wellbeing: (Y3/4) • I know ways to prevent tooth decay. • I know the positive impact relaxation can have on the body. • I know the different food groups and how much of each of them we should have to have a balanced diet.	Health and Wellbeing: (Y3/4) • I know that mistakes can help us to learn. • I know the importance of belonging. • I know what being lonely means and that it is not the same as being alone. Safety and Changing Body: (Y5/6) • To know the steps to take before sending a message online (using the THINK mnemonic). • To know some of the possible risks online. • To know some strategies I can use to overcome pressure from others and make my own decisions. • To understand the risks associated with drinking alcohol. • To understand the process of the menstrual cycle. • To know the names of the external sexual parts of the body and the internal reproductive organs. • To know that puberty happens at different ages for different people. • To understand how a baby is conceived and develops. • I understand the development of a foetus during pregnancy. (Y6) Changing Body (Y3/4) • I know the physical differences between children and adults (Y4). • I know that change is part of growing up (Y4). **The puberty and reproduction lessons should be taught to individual year groups.	Citizenship: (Y3/4) • I know the benefits of recycling or reusing. • I know the groups which make up the community and understand the contribution groups make to a community. • I know how democracy works in the local area. • I know why we have rules and the consequences of breaking rules at school and home. • I understand the UN convention on the rights of the child. • I understand the Human Rights convention. Economic Wellbeing: (Y5/6) • I know that a loan can be a way to pay for things but that it needs to be repaid. • I understand income and expenditure and how to track money. • I know how to put together a weekly budget. • I know some risks associated with money. • I know the range of jobs people might do and the different routes available into careers. Transition: Y3/4 Y5/6 • I create goals to achieve in Year 4 (Y3) and understand the strategies people use to cope with change (Y4). • I know the skills need to take on responsibilities in school (Y5) and that a big change can bring both opportunities and worries (Y6).

Year C KS1 and EYFS Topic	LQ: Who are our families and how do they help me?		LQ: How can I keep healthy?		LQ: What is a need and what is a want?	
EYFS Knowledge Blocks	**Age 3 /4** I know who is in my family and talk about it to an adult I know who is important to me. I know how to share and take turns I know What I like and can talk about it with an adult	**EYFS** I know about my family. I Know what it means to be a valued person. I know why it is important to share and cooperate with others. I know strategies to help when trying to share with others. I know I am a valuable individual. I know that it is ok to like different things. I know about diversity through thinking about similarities and differences.	**Age 3/4** I know how to wash my hands I know that wearing a hat keeps me safe from the sun I know who to go to if I need help at school and at home.	**EYFS** I know that I wash my hands to kill germs and stop me getting poorly I know that I wear a hat and suncream to protect my skin from the sun. I know to stop, look, listen and think before crossing a road I know who in my local community can help me and how to ask them for help.	**Age 3/4** I know what the rules are in school. I know I am part of Barton school. I know that we use money to pay for items we want or need. I know that there are different jobs that people do.	**EYFS** I know why we have rules in school and at home I know that I am part of my village community, my school community and any groups outside of school that I may belong to (sports, rainbows, cubs etc) I know that we use money to pay for items in shops but this may be by using a card I know that people go to work to earn money to help us to buy things we want and need.

Core Concept	Substantive Concept: Families and Relationships; Health and Wellbeing	Substantive Concept: Health and Wellbeing; Safety and Changing Body	Substantive Concept: Citizenship; Economic Wellbeing; Transition
KS1 Vocabulary	Care, emotion, family, friendship, listen, love, manners, positive, relation, remember, respect, share, support, team, trust, emotions, feelings, qualities, relax, diet, exercise, goal, growth mindset, healthy, physical activity, relaxation, skill, strengths	Allergy, germs, ill, poorly, adult, boundaries, contact, damage, manners, medicine, police, road, safe, secret	Rule, unique, different, same, group, role, community, environment, responsibility, job, bank, building society, cash, coins, earn, need, notes, priority, save, skill, spend, value, want, transition
Rationale	We will explore how families can be different, the characteristics and impact of positive friendships, learn that issues can be overcome, people show feelings differently and that stereotyping is unfair. We will look at conventions of manners and develop an understanding of self-respect. We will also understand emotions, identify our strengths and qualities and learn about the importance of sleep and relaxation for our wellbeing.	We will learn why we wash our hands and how to do so effectively, learn how to stay safe in the sun, deal with allergic reactions and think about the people who help to keep us healthy. We will learn how to communicate safely with adults, consider who keeps us safe in our community, learn steps to crossing the road safely, identify which substances should or not go in the body, learn how to call 999, know the difference between secrets and surprises and learn about appropriate and inappropriate contact.	We will consider why we have rules, recognise similarities and differences between ourselves and others, think about the groups that we belong to, consider job roles in our community and suggest ways to improve our school and local environments. We will understand what money is and where it comes from, recognise the difference between needs and wants, learn how to keep cash safe, understand the purpose of banks and building societies, and understand that skills and interests influence job choices. At the end of the year, the Year 1 children will consider the skills they have developed throughout the year whilst Year 2 will ask questions to help them deal with the transition ahead.
Key Text	The Family Book, by Todd Parr Where are you Blue Kangaroo? By Emily Chichester Clark Quick as a Cricket, by Audrey Wood	I Choose to Say No, by Elizabeth Estrada	
KS1 Key Learning **Click on unit title to go to correct unit on Kapow.**	Families and relationships: • I know that families look after us. • I know how people are related. • I know that families can be made up of different people and may be different to my family. • I know the characteristics of a positive friendship. • I know that friendships can have problems, but these can be overcome. • I know that some problems might happen in friendships and some might need addressing.	Health and Wellbeing: • I know we can limit the spread of germs by having good hand hygiene. • I know the five S's for sun safety: slip, slop, slap, shade, sunglasses. • I know what an allergy is. • I know that there are people in the local community who help to keep us healthy. • I know that certain foods and other things can cause allergic reactions in some people. Safety and my Changing Body: • I know the difference between secrets and surprises.	Citizenship: • I know the school rules and why they are important. • I know ways in which we are the same and different to other people. • I know some of the different places where rules apply. • I know that some rules are made to be followed by everyone and are known as 'laws'. • I know some of the jobs people do to look after the environment in school and the local community. Economic Wellbeing:

	• I know that (gender) stereotyping is when people think of things as being 'for boys' or 'for girls' only. • I know some ways people show their feelings. • I know what good manners are. • I know some gender stereotypes related to jobs.. Health and Wellbeing • I know that sleep helps my body to repair itself, to grow and restores my energy. • I know the words to describe some positive and negative emotions. • I know that strengths are things we are good at. • I know that qualities describe what we are like.	• I know the rules for crossing the road safely. • I know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. • I know that the emergency services are the police, fire service and the ambulance service.	• I know that coins and notes have different values. • I know some of the ways children may receive money. • I know that it is wrong to steal money. • I know that banks are places where we can store our money. • I know some jobs in school. • I know that different jobs need different skills. • I know the difference between a 'want' and 'need' • I know some of the ways in which adults get money. (Y2) • I know some of the features to look at when selecting a bank account Transition: • To understand that changes can be both positive and negative. • To understand that change is part of life.
Year C KS2 Topic	LQ: How can I manage my friendships	LQ: How is my body changing as I grow up?	LQ: How can I look after my money?
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**	**Substantive Concept: Health and Wellbeing; Safety and Changing Body**	**Substantive Concept: Citizenship; Economic Wellbeing; Transition**
Vocabulary	Apologise, authority, bullying, different, disability, discrimination, empathy, Equality Act, forgive, impact, listening, problem, report, rude, stereotype, support, sympathy, fail, responsibility, steps, assertive, aggressive, passive	Habit, vaccination, antibodies, age restriction, allergic, anaphylaxis, asthma, breasts, bullying, choice, genitals, law, puberty	Authority, conflict, defendant, earn, environment, expectation, freedom of expression, government, grief, House of Commons, human rights, Parliament, Prime Minister, respect, trial, bank balance, bank statement, budget, career, debit card, expense, feeling, qualification, save, spend, stereotype, transition
Rationale	We will learn about how to navigate relationships with friends and how to respond to any problems.	We will create resilience strategies, learn about the benefits of immunisation and create good habits.	We will recognise the role that pressure groups play in society, learn about the value of a diverse

	We will explore how families are all different but provide love and support and we will reflect on how we might view and communicate with others. We will also learn about the importance of relaxation and sleep, understand how to cope with failure, learn how to set goals and how to achieve them, live a healthy lifestyle and learn about the impact of technology on mental health and wellbeing.	We will also learn how to spot fake emails, understand the purpose of age restrictions online, evaluate online searches, consider the risks of smoking and the influence that affect our choices, learn how to deal with someone having an asthma attack, learn about road safety and how to call the emergency services (Y3) and think about how our bodies change as go through puberty (Y4).	community, consider how our food choices affect the environment, understand how to show care and concern to others, consider how rights and responsibilities are linked and learn about how parliament works. We will also learn how to create a budget and learn about the emotional impact of money, the spending choices we make and why, and think about potential jobs and careers. We will consider the challenges and opportunities that a new year will bring as well as how to cope with worries.
Key Text			
KS2 **Key Learning** **Click on unit title to go to correct unit on Kapow.**	Families and Relationships: (Y3/4) • I know that families are varied in the UK and across the world. • I know that I can talk to trusted adults or services such as Childline if I experience family problems. • I know that violence is never the right way to solve a friendship problem. • I know that bullying can be physical or verbal and is repeated, not a one-off event. • I know that there are similarities and differences between people. • I know that stereotypes can be related to age or disabilities. • I know the courtesy and manners which are expected in different scenarios. • I know the signs of good listening. Health and Wellbeing: (Y5/6) • I understand mindful techniques as a way to manage emotions. • I know my long-term goals and can plan how to work towards them. • I know how to plan for a healthy lifestyle. • I know the potential impact of technology on physical and mental health.	Health and Wellbeing: (Y5/6) • I know what skills I have developed to identify and respond to difficult situations. • I know ways that I prevent myself and others becoming ill. • I know how to tell if I am unwell and how to seek support. • I know how habits can be good or bad for our health. Safety and Changing Body: (Y3/4) • I know the signs that an email might be fake. • I know that age restrictions are designed to protect us • I know the risk associated with smoking tobacco. • I know that asthma is a condition which causes the airways to narrow. • I understand the choices people can make and those which are made or influenced by others. • I know the role I can take in an emergency situation (Y3). • I know the physical differences between children and adults (Y4). • I know how to be safe on or near roads (Y3). • I know that change is part of growing up (Y4). Changing Body (Y5/6)	Citizenship: (Y5/6) • I know the role of pressure groups. • I understand diversity and the value different people bring to a community. • I know some environmental issues relating to food and food production. • I know how to show care and concern for others. • I know the links between rights and responsibilities (Y5) and I understand human rights, including the right to education (Y6). • I know how parliament works. Economic Wellbeing: (Y3/4) • I know how to recognise how ethics can influence our spending decisions (Y3) and what makes something good value for money (Y4) • I know how to put together a budget (Y3) and the importance of keeping track of money (Y4). • I know that money has an impact on how we feel (Y3) and I understand ways money can be lost and how this makes people feel (Y4). • I understand that there are a range of jobs available and I have considered what job I might want to do (Y3). I know positive and negative factors that can influence people's career choices (Y4).

			• I know the risks associated with drinking alcohol • I know the process of the menstrual cycle. • I know the names of the external sexual parts of the body and the internal reproductive organs. • I know that puberty happens at different ages for different people • I know how a baby is conceived and develops **The puberty and reproduction lessons should be taught to individual year groups.		• I know that many people will have more than one job or career. Transition: (Y3/4) (Y5/6) • I create goals to achieve in Year 4 (Y3) and understand the strategies people use to cope with change (Y4). • I know the skills need to take on responsibilities in school (Y5) and that a big change can bring both opportunities and worries (Y6).	
Year D KS1 and EYFS Topic	LQ: What do we do when friendships go wrong?		LQ: How do I stay safe?		LQ: What is my role in the world?	
EYFS Knowledge Blocks	Age 3/4 I can say who is in my immediate family I can name some of my feelings I can talk about my family	EYFS I know who is in my family, including wider family I know that others may feel differently to me I know strategies to cope when other children do not feel the same as me.	Age 3/4 I know how to wash and dry my hands by myself I know to say please and thank you to adults and other children I know that sometimes I have to try and try again	EYFS I know how to look after myself and begin to make choices about what I eat. I know and practise 'grounding' coping strategies. I know how to show resilience and perseverance in the face of challenge.	Age ¾ I know simple rules to keep me safe I know that we buy things from shops with money or a card	EYFS I know that babies have different needs to young children I know that sometimes we vote in the classroom and the winner gets the most votes I know that people use money to pay for items but this can sometimes be a card I know that banks keep our money safe
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**		**Substantive Concept: Health and Wellbeing; Safety and Changing Body**		**Substantive Concept: Citizenship; Economic Wellbeing; Transition**	
KS1 vocabulary	Behaviour, care, emotions, family, feelings, friend, friendly, stereotype, problem, permission, friendship, love, manners, emotions, feelings, qualities, exercise, goal, growth mindset, physical activity, skill, strengths		Relax, relaxation, skill, healthy, diet, adult, boundaries, contact, damage, lost, kind, unsafe		Care, democracy, different, election, fair, pet, responsibility, rule, vote, bank, building society, cash, coins, earn, need, notes, priority, save, skill, spend, value, want	

Rationale	We will explore how families can be different, the characteristics and impact of positive friendships, learn that issues can be overcome, people show feelings differently and that stereotyping is unfair. We will look at conventions of manners and develop an understanding of self-respect. We will also understand emotions, set achievable goals and consider how to overcome difficulties. We will learn about the importance of physical activity for our wellbeing.	We will learn about the importance of a healthy diet and relaxation for our wellbeing, and we will learn how to look after our teeth. We will also learn how to communicate safety with adults, learn steps to crossing the road safely, consider hazards at home, identify which substances should or should not go in the body, learn what to do when lost, be aware of some of the risks associated with the internet and learn about appropriate and inappropriate contact.	We will consider why we have rules, identify similarities and differences between ourselves and others, understand the needs to animals and younger children, begin to understand how voting gives a democratic decision and how the school council works and learn how to share my opinion on an issue. We will also understand what money is and different ways that children and adults get it, recognise the difference between needs and wants, consider why different people make different choices about spending and saving money, explore banks and building societies and understand that skills and interests influence career choices. In our transition lessons, Year 1 will consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.
Key Texts	Familiar books showing different family setups Badger's Parting Gift by Sue Varley	Don't Hug Doug by Carrie Finison	
KS1 Learning **Click on unit title to go to correct unit on Kapow.**	Families and Relationships: Year 1 • I know that families look after us. • I know some words to describe how people are related (eg. aunty, cousin) • I know that some information about me and my family is personal. • I know some characteristics of a positive friendship. • I know that friendships can have problems but that these can be overcome. • I know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only. Year 2 • I know some problems which might happen in friendships. • I know that some problems in friendships might be more serious and need addressing. • I know some ways people show their feelings.	Health and Wellbeing: Year 1 • I know that food and drinks with lots of sugar are bad for my teeth. • I know the importance of exercise to stay healthy. • I know the balance of foods we need to keep healthy. Year 2 • I know that food and drinks with lots of sugar are bad for my teeth. • I know the importance of exercise to stay healthy. • I know the balance of foods we need to keep healthy. • I know that breathing techniques can be a useful strategy to relax. Safety and Changing Body: • I know what to do if I get lost • I know that a hazard is something which could cause an accident or injury	Citizenship: • I know that different pets have different needs. • I know the needs of younger children and that these change over time. • I know that voting is a fair way to make a decision. • I know how democracy works in school through the school council. Economic Wellbeing: I know some of the ways children may receive money. • I know that it is wrong to steal money. • I know that banks are places where we can store our money. • I know some jobs in school. • I know that different jobs need different skills. • I know the difference between a 'want' and 'need' • I know some of the ways in which adults get money. (Y2)

	• I know what good manners are. • I know some gender stereotypes related to jobs. Health and Wellbeing: Year 1 • I know the words to describe some positive and negative emotions • I know that a growth mindset means being positive about challenges and finding ways to overcome them. Year 2 • I know that we can feel more than one emotion at a time. • I know that a growth mindset means being positive about challenges and finding ways to overcome them.	• I know that I should tell an adult if I see something which make me uncomfortable online. • I know the rules for crossing the road safely. • I know how to stay safe when using the internet. • I know that some physical contact is never acceptable. • I know the name of parts of the body including those of the private parts for their gender. • I know that I can choose what happens to my body and give permission and take it away.	Transition: • I know that changes can be both positive and negative. • I know that change is part of life.
Year D KS2 Topic	**Topic** LQ:	**Topic** LQ:	**Topic** LQ:
Core Concept	**Substantive Concept: Families and Relationships; Health and Wellbeing**	**Substantive Concept: Health and Wellbeing; Safety and Changing Body**	**Substantive Concept: Citizenship; Economic Wellbeing; Transition**
KS2 Vocabulary	Attributes, cyberbullying, marriage, secret, wedding, authority, conflict, earn, expectation, grief, grieving, resolve, respect, alone, balance, belonging, identity, lonely, resilience, fluoride, visualise, relaxation	Barriers, emotions, positive emotions, negative emotions, mental health, consent, boundaries, alcohol, attraction, bladder, breasts, cervix, clitoris, conception, egg or ova, ejaculation, erection, fertilisation, genitals, menstruation/period, nipples, penis, puberty, pregnant, private, sperm, testicles/testes, uterus, vagina, voice breaking, vulva	Authority, charity, community, consequence, council, councillor, democracy, human rights, law, responsibility, rights, United Nations (UN), discrimination, expenditure, gambling, giving back, growth mindset, income, interest, PIN, qualities, responsibility, repayment, skill, transition
Rationale	We will learn that families are varied and differences must be respected, understand physical and emotional boundaries in friendships, explore the roles of bully, victim and bystander, learn how our behaviour affects others, manners in different situations and learning about bereavement. We will also learn how to look after our teeth, practise visualisation as a way to relax, consider our strengths and future career options, learn how to break down barriers to help us achieve a goal, identify a range of emotions and understand the term "mental health."	We will learn how to break down barriers to help us achieve a goal, identify a range of emotions and understand the term "mental health." We will also learn how to be critical digital consumers, understand that online relationships should be treated the same as face to face relationships, learn how to deal with first aid emergencies such as bleeding and giving life support, and learn about puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).	We will learn about the importance of reusing the recycling, consider community groups in the local area, learn about the role of the local council, understand the value of diversity in a community, understand their rights as a child and consider different ways to support charities. We will also explore attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling and career paths.

			We will consider the challenges and opportunities that a new year will bring as well as how to cope with worries.
Key Texts			
KS2 Learning **Click on unit title to go to correct unit on Kapow.**	Families and Relationships: (Y5/6) • I know PSHE learning from previous years and how we can help everyone learn effectively in these lessons. • I know the ups and downs of friendships. • I know what is meant by respect and why it is important. I know that respect is two-way and how we treat others is how we can expect to be treated. • I know how to resolve disputes and conflict through negotiation and compromise. • I know that family relationships can sometimes make children feel unhappy and what I can do if this happens. • I know how attitudes to gender have changed over time (Y5) and the impact of stereotypes and how they lead to discrimination (Y6). • I understand other people's attitudes and ideas and begin to challenge these (Y5) and I know what a stereotype is can share information on them (Y6). • I know the process and emotions related to grief. Health and Wellbeing (Y3/4) • I know how to plan for a healthy lifestyle, including physical activity, rest and diet. • I know how I can look after my teeth. • I know what relaxation feels like and that relaxation techniques can be used anywhere. • I know my own strengths and how they can affect others.	Health and Wellbeing: (Y3/4) • I know how to break down barriers into smaller, achievable goals. • I know about a range of emotions. • I know when to give consent. • I know what mental health is and who can help if I need it. Safety and Changing Body: (Y5/6) • I know how to be a discerning consumer of information online. • I know that online relationships should be treated in the same way as face-to-face relationships. • I know how to assess a casualty's condition • I know how to conduct a primary survey • I know the process of the menstrual cycle. • I know the names of the external sexual parts of the body and the internal reproductive organs. • I know that puberty happens at different ages for different people. • I understand how a baby is conceived and develops. • I understand the development of a foetus during pregnancy. (Y6) Changing Body (Y3/4) • I know the physical differences between children and adults (Y4). • I know that change is part of growing up (Y4). **The puberty and reproduction lessons should be taught to individual year groups.	Citizenship: (Y3/4) • I know the environmental benefits of recycling (Y3) or reusing (Y4). • I know the groups which make up the community (Y3) and understand the contribution groups make to a community • I know how democracy works in my local area. • I know the value of diversity in a community. • I understand the UN convention on the rights of the child. • I know that charities care for others, and I know how people can support them. Economic Wellbeing: (Y5/6) • I understand attitudes and feelings around money. • I know how to keep money in bank accounts safe. • I know that stereotypes can exist in the workplace, but they should not affect people's career aspirations. • I know some risks associated with gambling. • I know the range of jobs people might do and the different routes available into careers). Transition: Y3/4 Y5/6 • I create goals to achieve in Year 4 (Y3) and understand the strategies people use to cope with change (Y4). • I know the skills need to take on responsibilities in school (Y5) and that a big change can bring both opportunities and worries (Y6).