Tavistock Primary and Nursery School

Personal, Social Health and Economic Curriculum Map (including Relationship and Sex Education) 2023-2024

Learning Outcomes and Core Themes

The Tavistock Primary and Nursey school (TPNS) planning for PSHE and Citizenship have been produced so that they are fully in line with the Learning Outcomes and Core Themes outlined in the **PSHE Association Programme of Study** which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools.

The PSHE Association Programme of Study is based on three core themes within which there is broad overlap and flexibility.

| Health and Wellbeing | Relationships | Living in the Wider World |
|----------------------|---------------|---------------------------|
| (H&W) | (R) | (LWW) |

This colour system is used in the curriculum map to ensure all staff are clear about which core theme they will be focusing on each week and throughout each term, to ensure full coverage of all core themes is achieved for each year group during a full school year.

The TPNS curriculum and PSHE and Citizenship Scheme of Work is independent so they can be taught in any order to complement the wider school curriculum. If any matters arise within the school which need to be addressed it would be diligent and appropriate to adjust planning accordingly, for example issues with racism or bullying. Therefor =e the map is flexible and fully adjustable.

PSHE - Where the children come from at TPNS - Level Expected at the End of EYFS

The following early years goals are prerequisite skills for PSHE in KS1.

| Personal, Social and Emotional Development (Making Relationships) Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. | Physical Development (Health and Self-Care) Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. |
|--|--|
| Personal, Social and Emotional Development (Self-Confidence and Self-Awareness) Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | Understanding the World (People and Communities) Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. |
| Personal, Social and Emotional Development (Managing Feelings and Behaviour) Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. | Understanding the World (The World) Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |

Understanding the World (Technology)

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Government Guidance

SMSC, Personal Development and Behaviour and Attitude

All schools must show how well they support children's spiritual, moral, social and cultural (SMSC) development, including the promotion of British Values, and the effectiveness of this will be evaluated as part of the 'personal development' judgement of a school inspection. PSHE and Citizenship Education encompasses many of the elements of effective SMSC provision as well as contributing to personal development by equipping pupils with the attributes, knowledge and skills they need to support physical, mental and emotional wellbeing in school and beyond. PSHE and Citizenship education also contributes to the 'behaviour and attitudes' judgement of school inspections by developing positive attitudes to learning, a positive and respectful culture and by encouraging learners to develop positive behaviour and conduct.

The curriculum for a maintained school [must be] a balanced and broadly-based curriculum which -

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Safeguarding

The statutory guidance on safeguarding for children in schools and colleges requires schools to 'ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum'. Effective PSHE education supports safeguarding by delivering protective learning opportunities on a range of potential safeguarding issues identified by Ofsted in the guidance <u>Inspecting Safeguarding in Early</u> Years, Education and Skills Settings, including:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- peer-on-peer abuse, such as sexual violence and harassment
- radicalisation and/or extremist behaviour
- risks linked to using technology and social media, including online bullying; the risks of being groomed online for exploitation or radicalisation; and risks of accessing and generating inappropriate content, for example 'sexting'
- substance misuse
- domestic abuse
- female genital mutilation
- forced marriage
- poor parenting

<u>Curriculum</u>

Although PSHE and Citizenship are non-statutory subjects for maintained schools, the **National Curriculum Framework** states that all state schools 'should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. All schools have an obligation to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, all of which fall within the non-statutory Programme of Study for Citizenship at KS1 and KS2.

The 2019 Guidance for Personal, Social, Health and Economic (PSHE) education states that 'personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice, and this expectation is outlined in the introduction to the proposed new national curriculum'.

We expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

Schools should seek to use PSHE education to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

 Taken from: Guidance for Personal, Social, Health and Economic (PSHE) Education

 2019

Two key aspects of PSHE education, Relationships Education and Health Education, has been compulsory in all primary schools since 2020. PSHE education is compulsory in independent schools.

EYFS (PSED – Personal, social and emotional development)

Taken from TPNS EYFS curriculum goals – PSHE core themes:

| Health and Wellbeing | Living in the Wider World |
|--|---|
| Show resilience and perseverance | Understand that there are consequences to their actions |
| Learn that it is ok to get things wrong | Be confident in asking for help when needed |
| Be able to see to their own needs with independence | Use stories to help us think about the perspectives of others |
| Use their words to express their emotions | To be confident to try new things |
| To talk about how we tackle a problem | To follow and understand class and school rules |
| Learn and take responsibility for personal hygiene | To show an interest in others and value their contributions |
| To promote good oral health | To be able to follow instructions |
| To talk about and understand the importance of healthy | |
| foods | |
| Be able to dress self independently | |
| To persevere when facing challenge and not give up | |
| | |
| | |
| | |
| Relationships | |
| Co-operate with others, demonstrating friendly behaviour | |
| Understand how to respond to their emotions and others | |
| Can share resources with peers and adults | |
| Be kind and respectful to others | |
| Children can play with others | |
| . , | |
| | |

<u>KS1:</u>

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020 PSHE core themes:

| Health and WellbeingLiving in the Wider WorldHealthy lifestyles (physical wellbeing)Shared responsibilitiesH1-10L1-13Mental healthCommunitiesH11 -20L4 - L6Ourselves, growing and changingMedia Literacy and digital resilienceH21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullying R10 -12Safe relationshipsR13-R20Respecting self and others R21-25 | | |
|---|---|---|
| H1-10L1 -L3Mental healthCommunitiesH11 -20L4 - L6Ourselves, growing and changingMedia Literacy and digital resilienceH21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20Respecting self and others | Health and Wellbeing | Living in the Wider World |
| Mental healthCommunitiesH11 -20L4 - L6Ourselves, growing and changingMedia Literacy and digital resilienceH21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10-12Safe relationshipsR13-R20Respecting self and others | Healthy lifestyles (physical wellbeing) | Shared responsibilities |
| H11 -20L4 - L6Ourselves, growing and changingMedia Literacy and digital resilienceH21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 -12Safe relationshipsR13-R20Respecting self and others | H1-10 | L1 –L3 |
| Ourselves, growing and changingMedia Literacy and digital resilienceH21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsFariendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20R13-R20Respecting self and others | Mental health | Communities |
| H21-27L7 - L9Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20Respecting self and others | H11 -20 | L4 – L6 |
| Keeping safeEconomic Wellbeing: MoneyH28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsFamilies and close positive relationshipsFamilies and close positive relationshipsR1-R5FriendshipsFriendshipsR6 - R9Managing hurtful behaviour and bullyingHand to the state of the | Ourselves, growing and changing | Media Literacy and digital resilience |
| H28 - 36L10-L13Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & CareerH37L14-L17RelationshipsFamilies and close positive relationshipsFanilies and close positive relationshipsFriendshipsR1-R5FriendshipsFriendshipsR6 - R9Managing hurtful behaviour and bullyingFanilies and close positive relationshipsR10-12Safe relationshipsSafe relationshipsR13-R20Respecting self and othersFanilies and others | H21-27 | L7 – L9 |
| Drugs, alcohol and tobaccoEconomic Wellbeing: Aspirations, & Career L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20Respecting self and others | Keeping safe | Economic Wellbeing: Money |
| H37L14-L17RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 -12Safe relationshipsR13-R20Respecting self and others | H28 – 36 | L10-L13 |
| RelationshipsFamilies and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 -12Safe relationshipsR13-R20Respecting self and others | Drugs, alcohol and tobacco | Economic Wellbeing: Aspirations, & Career |
| Families and close positive relationshipsR1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20Respecting self and others | H37 | L14-L17 |
| R1-R5FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 - 12Safe relationshipsR13-R20Respecting self and others | <u>Relationships</u> | |
| FriendshipsR6 - R9Managing hurtful behaviour and bullyingR10 -12Safe relationshipsR13-R20Respecting self and others | Families and close positive relationships | |
| R6 – R9 Managing hurtful behaviour and bullying R10 -12 Safe relationships R13-R20 Respecting self and others | R1-R5 | |
| Managing hurtful behaviour and bullying R10 -12 Safe relationships R13-R20 Respecting self and others | Friendships | |
| R10 -12 Safe relationships R13-R20 Respecting self and others | R6 – R9 | |
| Safe relationships R13-R20 Respecting self and others | Managing hurtful behaviour and bullying | |
| R13-R20 Respecting self and others | R10 -12 | |
| Respecting self and others | Safe relationships | |
| | R13-R20 | |
| R21-25 | Respecting self and others | |
| | R21-25 | |

<u>KS2:</u>

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020 PSHE core themes:

| Health and Wellbeing | Living in the Wider World |
|---|---|
| Healthy lifestyles (physical wellbeing) | Shared responsibilities |
| H1-14 | L1-L5 |
| Mental health | Communities |
| H15 -24 | L6-L10 |
| Ourselves, growing and changing | Media Literacy and digital resilience |
| H25-36 | L11 –L16 |
| Keeping safe | Economic Wellbeing: Money |
| H37 – 45 | L17-L24 |
| Drugs, alcohol and tobacco | Economic Wellbeing: Aspirations, & Career |
| H46-50 | L25-L32 |
| Relationships | Relationships and Sex Education: |
| Families and close positive relationships | EYFS: Growing up |
| R1-R9 | Y1: My changing body |
| Friendships | 11. Wy changing body |
| R10-R18 | Y2: The changing me |
| Managing hurtful behaviour and bullying | Y3: Outside body changes & Inside body changes |
| R19 –R21 | rs. Outside body changes & inside body changes |
| Safe relationships | Y4: Having a baby and girls puberty |
| R22-R29 | Y5: Puberty for girls / puberty for boys & conception |
| Respecting self and others | |
| R30-34 | Y6: Puberty girl / boy talk & conception to birth |
| | |

Where the children are headed at TPNS - KS3 (secondary curriculum Years 7, 8 and 9)

From The National Body, PSHE Association - The Programme of Study For PSHE Education 2020 - PSHE core themes: Health and Wellbeing Living in the Wider World Self concept **Learning Skills** H1-5 L1 – L6 Mental health and emotional wellbeing **Choices and pathways** L7 – L10 H6 -12 Work and career **Healthy lifestyles** H13 -22 L11-L12 Drugs, alcohol and tobacco **Employment rights and responsibilities** H23-29 L13 – L14 Managing risk and personal safety **Financial choices** H30-H33 L15-L19 **Puberty and sexual health** Media literacy and digital resilience H34-H36 L20-L27 **Relationships Positive relationships R1-R8 Relationship values** R9 - R12Forming and maintaining respectful relationships R13-R23 Consent R24-R31 **Contraception and parenthood** R32-R36 Bullying, abuse and discrimination R37-R41 Social Influence R42-R47

Intent

PSHE (Personal, Social, Health and Economic) education and RSE (Relationships and Sex education) curriculum map and planning scheme aims to equip children with essential skills for life, from appreciation of others in units such as British Values, to promoting strong and positive views of self in Think Positive and Be Yourself. It aims to develop the whole child through carefully planned and resourced lessons (by all teaching staff) that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. PSHE is a crucial part of a child's education. It gives children access to critical information about themselves and the many facets of the diverse world around them.

At Tavistock Primary School we provide a specifically tailored curriculum that is both broad and balanced, and meets the unique context of our school. We give pupils access to big ideas and conversations, alongside practical experiences. At the heart of this, we encourage respect and understanding of the universal rights of the child, as articulated in the UNCRC. At Tavistock Primary School, we aim to promote children's knowledge, self esteem, emotional wellbeing and resilience, and to help them to form and maintain worthwhile and positive relationships. Children will be taught to have respect for themselves, and for others, within our local, national and global communities.

We aim to develop key character skills, including decision making, informed risk taking, good communication, and self-regulation strategies. We encourage the exploration of, and respect for, values held by different cultures and groups within our local community, and promote the development of positive attitudes and protected characteristics. We encourage honesty and respect in all relationships, and nurture sensitivity to the needs and feelings of others. We aim to enable children to develop a deepening knowledge of their health and wellbeing, including their mental and physical health. We aim to equip children and young people with information, skills and values to understand and to be able to cope with the physical and emotional changes that happen during puberty. The information provided will be relevant and appropriate to the age and maturity of pupils. At Tavistock Primary School we also aim to prepare pupils adequately for adult life: its decisions, responsibilities, experiences and opportunities, and to allow pupils to develop fully as emotional mature human beings.

Tavistock Primary School's PSHE and RSE plans are fully in line with the Learning Outcomes and Core Themes provided by the PSHE Association Programme of Study which is widely used by schools in England and is recommended and referred to by the DfE in all key documentation relating to PSHE provision in schools. This scheme of work covers all of the required objectives and follows the three core areas of Health and Wellbeing, Relationships and Living in the Wider World. The scheme of work fulfils the requirements of 2020 Statutory Relationships and Health Education, setting these learning intentions in the context of a broad and balanced PSHE curriculum.

Implementation

The PSHE and RSE curriculum map is designed to be taught in thematic sections consisting of five to seven lessons, with supporting materials including an outlined weekly plan with learning objectives, skills and knowledge required, key vocabulary and assessment statements for example mind maps and display materials. It is suggested that these lessons are taught in a spiral curriculum that revisits aspects of each theme every term. This enables children to recall and build upon previous learning, exploring the underlying principles of PSHE education regularly at a depth that is appropriate for the age and stage of the child. Lessons signpost key words, building a rich vocabulary to develop understanding. PSHE lessons are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. Resources are also provided for communicating with parents and carers about how and why each theme is covered and suggestions for extending the learning at home.

Assessment for learning opportunities are built into each lesson and enhanced by the learning, which enables self-evaluation and reflective learning and allows teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning.

Impact

Our PSHE and RSE planning provides our school with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. We support the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. Our planning will be used as a whole-school approach to positively impact wellbeing, safeguarding and SMSC outcomes. This can ensure that all children can develop the knowledge, skills and attributes they need to succeed at school and in the wider world. Laving primary school with the PSHE end point required to ready hem for KS3 and beyond.

Autumn Term 2023:

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | | |
|-----------------------------|---|---|---|--|---------------------|-----------|--------|--|--|--|--|
| 1 – Skill for Success (LWW) | EYFS PSED Autumn 1 Begin to understand class and school rules. To learn that it is okay to get things wrong. | Children are ab - when the - when the - how they | plain the meanir le to give examp ey would see it in ey would need to y can develop the | Geeping going, ev ang of the word 're les of: action o use it | silience' | <u>11</u> | | Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life | | | |
| Autumn | Primary School End Point: Resilience – Living in the wider world Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability. Evidence of knowledge: | | | | | | | | | | |
| | Children's book wo | ork, response ques | tions, displays, play | time, staff reports, p | hotos, Governor int | erviews. | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|-----------------------------|--|--|--|--|--|---|--|---|
| Health and Prevention (H&W) | Children manage their own basic hygiene and personal needs successfully. Children talk about ways to keep healthy and safe) EYFS PSED Autumn 1 - Learn and take responsibility for personal hygiene | How to be hygienic How to recognise early signs of physical illness | How to be hygienic How to recognise early signs of physical illness | Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. Know that illness can affect people in different ways | Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. Know that illness can affect people in different ways | Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. Understand the facts and science relating to immunisation and vaccination | Know about risk assessments – identifying risks and taking action to minimise risks Understand the facts and science relating to immunisation and vaccination | Health and Wellbeing KS3 'Healthy Iifestyles' H19 – The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self examination (especially testicular self – examination in late KS3) |
| Week 2 - ł | hygiene. | how to recognise a | ind prevent the sign | ary School End P is of ill health and he dence of knowed ime, staff reports, p | ow to care for them | | ealth and | The purpose of vaccinations offered during adolescence for individuals and society. |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | |
|--------------------|---|---|---|---|--|--|--|--|--|
| Week 3– Being Safe | Understand that each person's body belongs to them EYFS PSED Autumn 1 Be kind and respectful to others | Understand that each person's body belongs to them Understand the concept of privacy including that is not always right to keep secrets Childline number NSPCC - Pants | Understand that each person's body belongs to them Understand the concept of privacy including that is not always right to keep secrets Childline number NSPCC - Pants | Understand the differences between appropriate and inappropriate physical contact Where to get advice and support from Childline number NSPCC - Pants | Know what boundaries are appropriate in friendships with peers (including digital context) Where to get advice and support from Childline number NSPCC - Pants | How to respond safely and appropriately to adults they encounter in different contexts How to report concerns or abuse and the vocabulary and confidence to do so Childline number NSPCC - Pants | How to recognise and report feelings of being unsafe or feeling bad about any adult How to report concerns of abuse and the vocabulary and confidence to do so Childline number NSPCC - Pants | RelationshipsKS3: Bullying,abuse anddiscriminationR37 – thecharacteristics ofabusivebehaviours, suchas grooming,sexualharassment,sexual andemotional abuse,violence andexploitation: torecognisewarning signs,including online:how to report | |
| | Primary School End Point: Being safe The children understand privacy; including acceptable social boundaries, appropriate and inappropriate touch. They know who, where and how to report abuse or feelings of being unsafe. Evidence of knowedge: Children's book work, response questions, displays, playtime, staff reports, photos. Governor interviews | | | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|--|---|--|---|---|---|--|
| EYFS linksTalk about their feelings using words like – happy, sad, angry, worried.Express their feelings and consider the feelings of othersEYFS PSED Autumn 1 Begin to learn how to use their words to express their emotions.Begin to play with othersBegin to play with othersBe kind and respectful to others | Year 1 Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | Year 2 Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. Know how to communicate their feelings to others, to recognise how others show feelings and how to respond | Year 3 Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. | Year 4 Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. To deepen their understanding of good and not so good feelings. | Year 5 <u>Week 5</u> <u>Bikeability</u> Know how to judge what they are feeling and how they are. Extend their vocabulary to explain both the range and intensity of their feelings | Year 6 Understand isolation and loneliness can affect children and that it is very important for children to discuss their feelings at times with an adult and seek support. Extend their vocabulary to explain both the range and intensity of their feelings Recognise they may experience conflicting emotions and when they might need to listen to, or overcome | KS3 links <u>Health and</u> <u>Wellbeing KS3</u> : Mental health and emotional wellbeing H6 – how to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary. H7 - the characteristics of mental and emotional health and strategies for managing these. |
| | ify and understand | their own feelings a <u>Evic</u> | dence of knowle | | terviews. | these | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | |
|--------------------------------------|---|--|--|--|---|--|---|--|--|
| – Mental Wellbeing (Self Care) (H&W) | Identify and moderate their own feelings socially and emotionally. EYFS PSED Autumn 1 Build relationships with adults in class in order to feel confident in asking for help when needed. Understand there are consequences for their actions | Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. | Know about people who look after them, their family networks, who to go to if they are worried and how to attract their attention. | Know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. | Understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. To recognise when they need help and develop the skills to ask for help. | Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Know that it is common for people to experience mental ill health and that many problems can be resolved if the right support is made available | Health and Wellbeing KS3 : Mental health and emotional wellbeing H9 – strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. H10 - a range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and | |
| Week 6 | Primary School End Point: Mental Wellbeing – Self care: Children can identify and understand their own feelings. They know it is ok to have different feeling and how to manage them appropriately. Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos, Governor interviews. Communication with staff or other adults about emotions. | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | |
|---|--|--|--|--|-------------------------|----------------------|---------|--|--|--|
| ר 2 – Skill for Success Self Belief (LWW) | EYFS PSED Autumn 2 To show an awareness and follow our class rules. To be confident to try new things. | Children are abl - when the - when the | he meaning of the e to give example y would see it in y would need to can develop thei | e phrase es of: action use it ir ability | <u>ss – Self Belief</u> | | | Living in the Wider World KS3: Learning skills L2 - Review their strengths, interests, skills, qualities and values and how to develop them. | | |
| Autumn | Primary School End Point: Self Belief: Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability. | | | | | | | | | |
| | Children's book w | ork, response quest | | dence of knowled ime, staff reports, p | | d subject leader int | erviews | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|--|--|---|---|---|--|---|
| Develop appropriate ways of being assertive. Talk with others to solve conflicts. EYFS PSED Autumn 2 To continue to develop our skills for working together. | Recognise that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). | Recognise different types of teasing and bullying, to understand these are wrong and unacceptable. To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. | To know strategies to resist teasing and bullying, if they experience or witness it, whom to go to and how to get help. | Know about different types of bullying (including cyber- bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. | To recognise bullying and abuse in all its forms (including prejudice based bullying in person, online and through social media. Understand that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities. To develop strategies for getting support for themselves or for others at risk. | RelationshipsKS3: Bullying, abuse and discriminationR38 - To recognisebullying and its impact, in all its forms; the skills and strategies a manage being targeted or witnessing others being bullied.R39 - The impaciesR39 - The impacies of stereotyping prejudice and |
| | nships: nurtful behaviour ca ork, response quest | n affect others and <mark>Evi</mark> o | dence of knowle | rt when needed. <mark>dge:</mark> | terviews | <u></u> | discrimination on individuals and relationships. |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | |
|------------------------------|---|--|------------------|--|--|----------------|--------------|---|--|--|
| k 3 – Anti Bullying Week (R) | EYFS PSED Autumn 2 To talk about how we tackle a problem. | Whole schoo | ol - Every child | Whole Sugge to receive posi This year's | School stions: tive anonymou s theme is: about bullyin | s feedback fro | m class mate | Relationships KS3: Bullying, abuse and discrimination R41 – The need to promote inclusion and challenge discrimination, and how to do so safely, including online. | | |
| Week | <u>Anti Bullying Wee</u> Children understar | Primary School End Point: ti Bullying Week: Idren understand that their actions have consequences and they need to understand how they make others feel. | | | | | | | | |
| | Children's book wo | Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews | | | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|---|---|--|--|--|--|---|
| Build constructive and respectful relationships. Think about the perspectives of others. EYFS PSED Autumn 2 To use stories to help us think about the perspectives of others. | To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) | To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say. | To recognise when they need help and develop the skills to ask for help. | To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. | Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | Know where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) | Health and Wellbeing KS3: Mental health and emotional well being H12- How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need. |
| Primary School End Point: Mental Wellbeing – Seek support: Children understand how, when and why to seek support in terms of their mental well being. Evidence of knowledge: | | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | |
|---|---|---|---|---|---|---|---|--|--|
| EYFS links Where does money come from? Know where people get their money from Begin to understand about working to get money EYFS PSED Autumn 2 To talk about how we tackle a problem. | Year 1 What are needs and wants? Know that they and their family need and want different things Begin to understand that we might always be able to have the things we want or need | Year 2 What are needs and wants? Know that they and their family need and want different things Begin to understand that we might always be able to have the things we want or need | Year 3 What are needs and wants? Know that they and their family need and want different things Begin to understand that we might always be able to have the things we want or need | Year 4 What are the links between jobs and money? Know different jobs they might do to earn money Understand that some jobs pay more than others and money is one factor in choosing a job Understand that the choices they make about | Year 5 How does money affect my feelings? Understand how money choices affect emotional health Understand the concept of debt and the impact it can have on a person or family. Know that there are sources of advice to support emotional | Year 6 What affects my choices about money? Know that the choices they make can be influenced by, and have an impact on, other people. Know that manufacturers and shops advertise to persuade them to spend their money | KS3 links <u>Living in the</u> <u>Wider World</u> <u>KS3:</u> Financial choices L15 - To assess and mange risk in relation to financial decisions that young people might make. L17 - To manag emotions in relation to money | | |
| | | | | work and money will affect their lives | wellbeing | Understand why we should all be critical consumers | | | |
| Primary School End Point: <u>Money Sense:</u> Understand the difference between wants and needs. Understand the links between jobs and money and how money can affect our emotions. | | | | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|---|---|---|---|--|---|------------------------------|
| Growing up | My changing body | The changing me | Outside body | Puberty for girls | | Puberty | Health and |
| How we have changed since we were babies | Understand that growing and changing is natural and happens to everybody at different rates. Boys and Girls bodies Appreciating the parts of the body that make us different and using the correct names for them. | Where am I in the journey from young to old and what changes can I be proud of? Boys and Girls Differences between boys and girls - how do we feel about them? Which parts of me are private – remind of PANTS rule. | How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them. Differences between physical and emotional changes. Inside body changes How our bodies need to change so they can make babies when we grow up – how do we feel about the changes? | them - Key facts about puberty and the changing adolescent body, including menstrual & wellbeing. Puberty for boys Developing understanding of changes for both sexes – reassurance and exploring feelings. Conception Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. | Consolidating understanding pf physical and emotional changes and how they affect us. Girl talk / boy talk A chance to ask questions and reflect in single sex groups possibly. Recognise the importance of permission- seeking and giving in relationships with friends, peers and adults. | Weater andWellbeing KS3:Puberty andSexual Health H34 -strategies tomanage the physicaand mental changesthat are typical partof growing up,including pubertyand menstrualwellbeing.H35 – about thepurpose, importanceand different fromof contraception;how and where toaccesscontraception andadvice.H36 – that certaininfections can bespread throughsexual activity andthat barriercontraceptives offer | |
| | | Primary S | chool End Point: | | | Conception to birth | some protection against STIs |
| Puberty and Cha Understand what have an awarene Children's book interviews | The story of pregnancy and birth. Use animation to show the female and male reproductive systems. | | | | | | |

Spring Term 2024:

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | | |
|--|--|--|-----------------|--|-------------------------------------|--------|--------|--|--|--|--|
| Skill for Success Responsibility (LWW) | EYFS PSED Spring 1 Begin to understand class and school rules. | Children can ex Children are ab - when the - when the | plain the meani | ng of the word oles of: n action o use it | <u>- Responsibility</u> <u>s</u> | | | Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life | | | |
| Spring 1 – Sk | Primary School End Point: Responsibility: Children can explain the meaning of the word, they are able to give examples of: when they would see it in action, when they would need to use it and how they can develop their ability. Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews | | | | | | | | | | |
| | | | | | | , , | | | | | |

| Know how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy | Know how to maintain, a healthy lifestyle including the benefits of physical activity, | Understand what constitutes a healthy diet (including understanding | Understand the principles of planning and preparing a range of healthy | Recognise opportunities and develop the skills to make | Understand the characteristics of a poor diet and risks associated | <u>Health and</u> <u>Wellbeing KS3:</u> Healthy | | | | |
|--|---|---|--|---|--|---|--|--|--|--|
| eating and dental health. | rest, healthy eating and dental health. | calories, and other nutritional content) | meals. | their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. | with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) | lifestyles H17 - The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices. H18 – what might influence decisions about eating a balanced diet and strategies to manage eating | | | | |
| Primary School End Point: Healthy eating Children understand what a healthy and balanced diet is. They know what nutritional values are and how to make good choices about their diet. They know what the risks are to living an unhealthy lifestyle. Evidence of knowledge: | | | | | | | | | | |
| Healthy eating Children understand what a healthy and balanced diet is. They know what nutritional values are and how to make good choices about their diet. They know what the risks are to living an unhealthy lifestyle. | | | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|-------------------------------|---|--|--|--|--|--|---|---|
| – Health and Prevention (H&W) | Children manage their own basic hygiene and personal needs successfully. Children talk about ways to keep healthy and safe. EYFS PSED Spring 1 | Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer | Safe and unsafe exposure to the sun and how to reduce the risk of skin damage, including skin cancer | The importance of good quality sleep and that a lack of sleep can affect weight, mood and ability to learn How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body. | Know the facts about screen time and the effect of blue light from screens (Science curric Y4 Dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist) | Responsible use of mobile phones and safer user habits (time limits, turn off at night, leave out of bedroom) | How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) Concept of 'balanced lifestyle' | Health and Wellbeing KS3: Healthy lifestyles H13 - The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities. H19 – the importance of taking increased responsibility for their own health including dental check-ups, sun |
| Week 3 | Primary School End Point: Health and prevention: The children know how to recognise and prevent the signs of ill health and how to care for themselves in terms of health and hygiene. Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos Governor interviews. Their own physical appearance. | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|---|---|--|--|---|---|---|--|
| Week 4 – Safer Internet Day (R) Theme: 'Want to talk about it?' | Explore respect and relationships online. EYFS PSED Spring 1 | Explore respect and relationships online. | Explore respect and relationships online. | Give examples of how to be respectful to others online. | Describe strategies for safe and fun experiences in a range of online social environments (e.g. live- streaming, gaming platforms). | Describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions (e.g. gaming communities or social media groups). | Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours. Demonstrate how to support others (including those who are having difficulties) online. | RelationshipsKS3: Bullying,abuse anddiscriminationR38 - Torecognise peerinfluence and todevelopstrategies formanaging it,including online.Living in theWider WorldKS3: MediaLiteracy anddigital resilienceL24 - tounderstand how |
| Week | | y: to behave online wi vork, response ques | ith respect and how | dence of knowle | e relationships onli dge: | | nterviews | the way people present themselves online can have positive and negative impacts on them. |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | |
|----------------------------------|---|--|---|--|---|---|---|---|--|
| 5 – Respectful Relationships (R) | See themselves as a valuable individual. Develop their sense of responsibility and membership of a community. EYFS PSED Spring 1 | To recognise that their behaviour can affect other people. | To recognise what is fair and unfair, kind and unkind, what is right and wrong. | Understand what a stereotype is, and how stereotypes can be unfair, negative or destructive. | Understand that pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources. To realise the nature and consequences of discrimination, use of prejudice- based language, 'trolling', how to respond and ask for help. | Know that differences and similarities between people arise from a number of factors including family, cultural, ethnic, racial and religious diversity, age, sex, gender identitiy, sexual orientation and disability. (protected characteristics Equality Act 2010) | Respect and if necessary constructively challenge others' points of views Know the responsibilities of bystanders. Identify and challenge stereotypes. | RelationshipsKS3: SocialInfluence R39 -the impact ofstereo typing,prejudice anddiscriminationon individualsandrelationships.R43 the rolepeers can play insupporting oneanother to resistpressure andinfluence,challengeharmful socialnorms andaccessappropriatesupport. | |
| Week | Primary School End Point: Respectful relationships: Children understand how to convey courtesy and good manners. They understand what respect is and how to give it. They know how to accept difference including preferences and belief. Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos. Governor and subject leader interviews. | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | |
|--------------------------------------|---|--|--|--|--|--|--|---|--|
| 6 – Drugs, alcohol and tobacco (H&W) | Children talk about ways to keep healthy and safe. EYFS PSED Spring 1 | Understand that household products, including medicines, can be harmful if not used properly | Understand that household products, including medicines, can be harmful if not used properly | All medicines are drugs but not all drugs are medicines; including prescribed drugs found at home. | Know the facts about legal and illegal substances risks, including smoking and alcohol use | Understand that some substances and drugs are restricted and some are illegal to own, use and give to others. | Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. | Healthy and Wellbeing KS3: Drugs, Alcohol and tobacco H26- information about alcohol, nicotine and other legal and illegal substances including the short-term and long-term health risks associated with their use. | |
| Week | Primary School End Point: Drugs, alcohol and tobacco Children understand the key facts about legal and illegal drugs and the damage misuse can cause to themselves or others. Evidence of knowledge: Children's book work, response questions, displays, playtime, staff reports, photos, Governor and subject leader interviews. | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | | |
|--|--|---|---|---|--------------|-------------------|-------------------|---|--|--|--|
| - Skill for Success Understanding Yourself (LWW) | EYFS PSED Spring 2 Begin to understand class and school rules. | Children are ab - when the - when the | Skill for s | les of: action use it | | Yourself | | Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life | | | |
| l for | Understanding yo | urself: | <u>Prima</u> | <mark>ary School End P</mark> | <u>oint:</u> | | | | | | |
| 2 - Skil | Children can expla | ain the meaning of | | anding yourself', the can develop their al | • | examples of: when | they would see it | | | | |
| Spring 2 | Children's book wo | ork, response quest | Evidence of knowledge: ponse questions, displays, playtime, staff reports, photos. Governor and subject leader interviews. | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | |
|--------------------------|---|--|--|--|--|--|--|---|--|
| | They know that other children don't always enjoy the same | <u>Childre</u> | <u>https://v</u> | vww.childrensm | entalhealthwee | k.org.uk/ | gether' | <u>Health & Well</u> <u>being</u> KS3: Mental Health and emotional | |
| Mental Health Week (H&W) | things, and are sensitive to this. EYFS PSED Spring 2 | What is 'growing together' and why is it important? Understand that children develop and are able to do things at different ages. Understand that we all develop at our own pace. | What is 'growing together' and why is it important? Understand that children develop and are able to do things at different ages. Understand that we all develop at our own pace. | What is 'growing together' and why is it important? What goals do we have? What do we want to work towards? Understand that we need to take small steps towards | What is 'growing together' and why is it important? What goals do we have? What do we want to work towards? Understand that we need to take small steps towards | What is 'growing together' and why is it important? Understand what skills we have and how we got them. Who can help us to support our development of skills? | What is 'growing together' and why is it important? Understand what skills we have and how we got them. Who can help us to support our development of skills? | well being H10 - A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support | |
| 2 – Me | | | Prim | reaching realistic goals. ary School End P | reaching realistic goals. | | | | |
| Week 2 | Verbal / Written Self/Teacher Asse Photos of role pla Child feedback Response to question | Primary School End Point: Mental Health The children recognise what good mental health means and what it takes to achieve it. Evidence of knowledge: Verbal / Written work by children Self/Teacher Assessment Photos of role play / discussions | | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|-------------------|------------------------|-----------------------|----------------------|--------------------|----------------------|-------------------|---------------------------|
| | Understand that | The | Know that | Understand that | Know that | Understand how | <u>Relationships</u> |
| Children talk | families are | characteristics | others' families, | marriage and | stable, caring | to recognise if | KS3: Positive |
| about past and | important for | of healthy family | either in school | civil | relationships, | family | relationships |
| present events | children growing | life – | or in the wider | partnerships | which may be of | relationships are | R1 - About |
| in their own | up because they | commitment to | world, | represent a | different types, | making them | different types of |
| lives and in the | can give love, | each other, | sometimes look | formal and | are at the heart | feel unhappy or | relationships, |
| lives of family | security and | spending time | different from | legally | of happy | unsafe, and how | including within |
| members. They | stability. | together and | their family, but | recognised | families, and are | to seek help or | families, |
| know that other | | sharing each | that they should | commitment of | important for | advice from | friendships, |
| children don't | Know about | other's lives | respect those | two people to | children's | others if | romantic or |
| always enjoy the | similarities and | | differences and | each other | security as they | needed. | intimate |
| same things, and | differences | | know that other | which is | grow up. | | relationships |
| are sensitive to | between | | children's | intended to be | | | and the factors |
| this. | themselves and | | families are also | lifelong. | Know the | | that can affect |
| | others, and | | characterised by | | difference | | them, |
| EYFS PSED | among families, | | love and care. | Know that two | between, and | | |
| Spring 2 | communities | | | people who love | the terms | | R2 - Indicators of |
| | and traditions. | | | and care for one | associated with, | | positive, healthy |
| | | | | another can be | sex, gender | | relationships |
| | | | | in a committed | identity and | | and unhealthy |
| | | | | relationship and | sexual | | relationships |
| | | | | not be married | orientation. | | including online. |
| | | | | or in a civil | | | |
| | | | | partnership. | | | - |
| | | <u>Prim</u> | ary School End P | <u>oint:</u> | | | |
| | e who care for us: | | | | | | |
| | e of difference and | | | | | | |
| They know what a | a stable caring relati | onships is and who | to speak to if they | feel unhappy or un | safe. | | |
| | | Evic | dence of knowle | <mark>dge:</mark> | | | |
| Children's book w | ork, response quest | tions, displays, play | time, staff reports, | photos, Governor s | ubject leader interv | views. | |
| | | | | | | | |
| | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--------------------------|---|---|--|---|--|--|---|--|
| – Caring Friendships (R) | Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. EYFS PSED Spring 2 | _Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. Recognise when people are being unkind, how to respond, who to tell and what to say | _Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Use of 'Conflict Resolution' script | Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Use of 'Conflict Resolution' script | Recognise that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. | _Recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. | Develop strategies to resolve disputes and conflicts through negotiation and compromise | Relationships KS3: forming and maintaining respectful relationships. R14 - the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family and friendships, including online.) |
| Week 4 | | gnise what good frie | | | riend, including who | o to trust and not tr | ust. | |
| | Verbal / Written Self/Teacher Asse Photos of role plate Child feedback Response to quest | essment ay / discussions | | lence of knowle | | | | |
| | | | <u>Governor / sub</u> | <u>iect leader interviev</u> | ws with children | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|-----------------------|--|--|--|---|---|---|---|
| EYFS PSED Spring 2 | Where does money come from? Know where people get their money from Begin to understand about working to get money | Why is it important to save money? Know they can save money to use later instead of spending it now | Why is it important to save money? Know they can save money to use later instead of spending it now | Raising Money for Charity Understand how charities can help others Understand that budgeting and planning their spending will allow them to maximise profit | How do I plan a simple budget? Understand the importance of planning and keeping track of spending and saving Use simple financial information to plan and manage a basic budget | How do I plan a simple budget? Understand the importance of planning and keeping track of spending and saving Use simple financial information to plan and manage a basic budget | Living in the Wider world KS3: Financial choices L15 – to assess and manage risk n relation to financial decisions that young people might make. L16 – about values and attitudes relating to finance, |
| | it is important to sar | ve money and how • Evic | lence of knowle | dge: | nd subject leader ir | nterviews | including debt. |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|----------------------------------|--|--|--|--|--|--|--|---|
| Drugs, alcohol and tobacco (H&W) | Children talk about ways to keep healthy and safe. EYFS PSED Spring 2 | Understand that household products, including medicines, can be harmful if not used properly | Understand that household products, including medicines, can be harmful if not used properly | All medicines are drugs but not all drugs are medicines; including prescribed drugs found at home. | Know the facts about legal and illegal substances risks, including smoking and alcohol use | Know the facts about legal and illegal substances and associated risks Understand that some substances and drugs are restricted and some are illegal to own, use and give to others. | Understand which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety. | Health and Wellbeing KS3: Drugs, alcohol and tobacco H28 - the law relating to the supply, use and misuse of legal and illegal substances. |
| Week 6 – Drugs, | Verbal / Written Self/Teacher Asso Photos of role plate Child feedback Response to que | drugs, illegal and leg work by children essment ay / discussions | gal, can affect peop Evic | ary School End P le's health and wha dence of knowle | t to do if you are w | orried. | | |

Summer Term 2024:

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | | | |
|--------------------------------------|--|--|--|--------|--------|--------|--------|-----------|--|--|--|--|
| Skill for Success Co-operation (LWW) | EYFS PSED Summer 1 Begin to understand class and school rules. | ner 1 o to <u>Skill for Success – Co-operation</u> rstand class | | | | | | | | | | |
| - | - | - | Primary School End Point: meaning of the word, they are able to give examples of: when they would see it in action, when they would hey can develop their ability. | | | | | | | | | |
| Summer | Children's book w | d to use it and how they can develop their ability. Evidence of knowledge: dren's book work, response questions, displays, playtime, staff reports, photos. Governor interviews | | | | | | | | | | |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--------------------------------|--|--|--|---|--------------------|---|----------|---|
| – Respectful Relationships (R) | Increasingly follow rules, understanding why they are important. Remember rules without an adult to remind them. EYFS PSED Summer 1 | Reinforce the conventions of courtesy and manners Know the importance of respecting others, even when they are very different from them (physically, in character, personality or background) | Reinforce the conventions of courtesy and manners Know that people and other living things have rights and that everyone has responsibilities to protect those rights (take turns, share, return things which have been borrowed) | | | Recognise that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including to those in positions of authority | | <u>Relationships</u> <u>KS3:</u> Relationship values R9 – to clarify and develop personal values in friendships, love and sexual relationships. |
| Week 2 | Respectful Relation | onships: o have self- respect | | ary School End P or respect others. | <mark>oint:</mark> | | | |
| | Children's book w | ork, response quest | | lence of knowled ime, staff reports, p | | nd subject leader in | terviews | |

| the importance for good health of physical exercise, and a healthy diet, and talk aboutwhat constitutes, and informedto make real, informedassociated with an inactive (including obesity)positively and negativelyimportance of building regular exercise intoWellbeing KS3 Healthy lifestyles H16and talk about ways to keep benefits of realthy and esafe.maintain, a health, to physical activityinformed including the benefits of health, toUnderstand the mental and physical benefits of an activemontace of physical benefits of an activeUnderstand the informedwalking or to make cycling to school, a daily active a daily activewalking or to make cycling to school, a daily active to make cycling to school, informedwalking or to make cycling to school, a daily active to make consequences.walking or to make choices can physical benefits of an active informedunderstand how to make choices an have good and informedwalking or to make choices can to make choices can have exercise.walking or to make to make choices can have exercise.walking or <b< th=""><th>EYFS links</th><th>Year 1</th><th>Year 2</th><th>Year 3</th><th>Year 4</th><th>Year 5</th><th>Year 6</th><th>KS3 links</th></b<> | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|---|--|--|--|--|--|---|--------|---|
| understand the concept of a 'balanced lifestyle' | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. EYFS PSED Summer 1 | what constitutes, and how to maintain, a healthy lifestyle including the benefits of | to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good | associated with an inactive lifestyle (including obesity) Understand the mental and physical benefits of an active | positively and negatively affects their physical, mental and emotional health Understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced | importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous | SATs | Wellbeing KS3: Healthy lifestyles H16 - To recognise an manage what influences their |

do if they are worried about the health of themselves or others.

Evidence of knowledge: Children's book work, response questions, displays, Governor interviews, playtime, staff reports, photos, Their physical appearance.

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|---|----------------------------------|--|--|--|--|---|---|---|
| 4 – Money Sense (LWW) | EYFS PSED Summer 1 | Where can I keep my money safe? Recall different places to keep money safe and explain different choices | How can I keep track of my money? Know some different ways of keeping track of their money | How can I keep track of my money? Know some different ways of keeping track of their money | How can I pay for things? Understand different ways of payment, appropriate to different situations Understand key language relating to debit/credit cards | How can I keep my money safe? Understand why some people might use a bank account Know some of the risks with spending online | How can I keep my money safe? Know some ways of keeping money safe when using the internet and how to avoid online scams Identify some consequences of financial scams and how they might make someone feel | Living in the Wider World KS3: Financial choices L15 – to assess and manage risk in relation to financial decisions that young people might make. |
| Week | Money Sense: Understand how t | o keep our money s | | ary School End P | oint: | | | |
| | Children's book w | ork, response quest | Evic tions, displays, playt | lence of knowle ime, staff reports, p | | nd subject leader in | terviews | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|------------------|--|--|---|--|--|---|---|
| EYFS links | Year 1 | Year 2 | Year 3Revisit: Taking care of our bodies.Who to seek help from when we are worried.Recognise the importance of permission- seeking and giving in relationships with friends, peers and adults. | Revisit Discussion and questions children may have since lesson in the autumn. Revisit key facts about the menstrual cycle as a whole class Recognise the importance of permission- seeking and giving in relationships with | Revisit Discussion and questions children may have since lesson in the autumn. Revisit key facts about the menstrual cycle as a whole class Recognise the importance of permission- seeking and giving in relationships with | Revisit Recap and discuss any questions or thoughts from Autumn's session. Know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact. | KS3 links Health and Wellbeing KS Puberty and Sexual Health H34 – strategie to manage the physical and mental change that are typica part of growing up, including puberty and menstrual wellbeing. H35 – about th purpose, importance and different from contraception; how and where to access contraception and advice. |
| have an awarenes | puberty means and s of human concep | involves. Be awar tion and birth. Evidence c | School End Point: re of the changes in th of knowledge: oytime, staff reports, p | ne human body arou | | Recognise the importance of permission- seeking and giving in relationships with friends, peers and adults. | H36 – that certain infection can be spread through sexual activity and the barrier contraceptives offer some protection against STIs |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links | | | | |
|---------------------------------------|--|--|--|--|--|----------|--------|--|--|--|--|--|
| · Skill for Success Risk Taking (LWW) | EYFS PSED Summer 2 Begin to understand class and school rules. | Children know t Children are ab - when the - when the | go, even if you'r the meaning of the to give example by would see it in any would need to the can develop the | re not sure' he words les of: action use it eir ability | <u>ss – Risk Taking</u> | | | Living in the Wider world KS3: Choices and pathways L9 - The benefit of setting ambitious goals and being open to opportunities in all aspects of life | | | | |
| Summer 2 – | | - | Primary School End Point: ne meaning of the word, they are able to give examples of: when they would see it in action, when they would v they can develop their ability. | | | | | | | | | |
| SI | Children's book w | ork, response ques | | dence of knowle time, staff reports, _l | <mark>dge:</mark> photos. Governor in | terviews | | | | | | |

| EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|---|---|---|---|---|--|--|---|
| Children know about the different people who keep us safe, including 'special people' who do this for a job. Become more outgoing with unfamiliar people, in the safe context of their setting. EYFS PSED Summer 2 | Know how to make a clear and efficient call to emergency services 999 | What to do in an emergency 999, who to call and concepts of basic first-aid, for example: falling over in the playground /falling off your bike. BLEEDING | What to do in an emergency 999 Understand concepts of basic first-aid, for example – BITES AND STINGS ALLERGIES | What to do in an emergency 999 Understand concepts of basic first-aid, for example – HEAD INJURIES BURNS and SCALDS | What to do in an emergency 999 Understand concepts of basic first-aid, for example – ASTHMA CHOKING | What to do in an emergency 999 Understand concepts of basic first-aid, for example – BASIC LIFE SUPPORT Know how to do the Primary Survey Carry out the procedure of the recovery position | Health and Wellbeing KS3: Managing risk and personal safety H31 - ways of assessing and reducing risk in relation to health wellbeing and personal safety. H33 – how to get help in an emergency and perform basic first aid, including cardio- pulmonary |
| say. | what first —aid mea what first —aid mea k, response question | ns and how to ident Evic | lence of knowled | ed. They know who [.] dge: | | ency and what to | resuscitation (CPR) and the use of defibrillators. |

| | EYFS links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | KS3 links |
|--|--|---|---|---|--|---|--|--|
| Preparing for Transitions 'Move On Up' Day (LWW) | To think about change and the associated feelings Show more confidence in new social situations. EYFS PSED Summer 2 | To think about growing and changing and new opportunities and responsibilities that increasing independence may bring. | To reflect on change, including transition from KS1 to KS2 To think about growing and changing and new opportunities and responsibilities that increasing independence may bring. | To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals. | To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. | To recognise that their increasing independence brings increased responsibility to keep themselves and others safe | To reflect on change, including transition from KS2 to KS3 To recognise, predict and assess risks in different situations and decide how to manage them responsibly.(safe ty plans for different scenarios) | Living in the Wider World KS3: Choices and pathways L7 - about the options available to them at the end of KS3. Sources of information, advice and support, and the skills to manage decision making. |
| Week 5 and 6 - Preparing | | hemselves in a resp | onsible and approp | dence of knowle | m past experiences | | terviews | |