



Acre Hall Primary School- PSHE Long Term Curriculum Plan



Long Term Plan- Whole School Overview.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Team (Relationships)	Think Positive (Health and Wellbeing)	Diverse Britain (Living in the Wider World)	Be Yourself (Relationships)	It's My Body (Health and Wellbeing)	Aiming High (Living in the Wider World)
2	VIPs (relationships)	Safety First (Health and Wellbeing)	One World (Living in the Wider World)	Digital Wellbeing (relationships)	Money Matters (living in the wider world)	Growing Up (health and wellbeing)
KS 1 Small Class						
3	LKS2 Team (Relationships)	LKS2 Think Positive (Health and Wellbeing)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 It's My Body (Health and Wellbeing)	LKS2 Aiming High (Living in the Wider World)
4	LKS2 VIPs (relationships)	LKS2 Safety First (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Digital Wellbeing (relationships)	LKS2 Money Matters (living in the wider world)	LKS2 Growing Up (health and wellbeing)
Lower KS2 Small Class						
5	UKS2 Team (Relationships)	UKS2 Think Positive (Health and Wellbeing)	UKS2 Diverse Britain (Living in the Wider World)	UKS2 Be Yourself (Relationships)	UKS2 It's My Body (Health and Wellbeing)	UKS2 Aiming High (Living in the Wider World)
6	UKS2 VIPs (relationships)	UKS2 Safety First (Health and Wellbeing)	UKS2 One World (Living in the Wider World)	UKS2 Digital Wellbeing (relationships)	UKS2 Money Matters (living in the wider world)	UKS 2 Growing Up (health and wellbeing)
Upper KS2 Small Class						

Colours show recap of topics.



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PSHCE EYFS

At Acre Hall we plan teaching and learning in our specific subjects in the afternoons, during topic weeks eg PSHCE week. The children can access provision in both Reception classrooms. They are encouraged to participate in a daily topic session and enhancements and challenges in the provision link to that days/weeks teaching as part of the subject in focus that week. We endeavor to cover every subject each half term.

PSHE in the early years is taught **through a variety of adult led and child initiated activities** which are linked to:

- **Healthy eating**
- **Cultural celebrations and the similarities/differences of these**
- **Understanding feelings**
- **How to be a good friend**

At Acre Hall in Early Years we take a 'Planning in the moment approach'. This follows the children's natural interests, this is added to retrospectively throughout the year; previous examples include looking at the story of *Colour Monsters* and then creating our own feelings Monsters.

Curriculum EYFS development matters statements

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and tooth brushing

Reception ELG

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships



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- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Books linked to teaching

What makes me
Same Same Different
Colour Monsters
The selfish crocodile
The Great Big Book of Families



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Year One

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p>Topic Enquiry Question:</p> <p>Lesson Key Questions:</p>	<p>TQ: TEAM</p> <p>KQ1: Can you talk about the different team's that you belong to?</p> <p>KQ2: Why is being a good listener important?</p> <p>KQ3: Can you discuss what it means to be kind?</p> <p>KQ4: what does bullying look like?</p> <p>KQ5: What is a growth mind-set?</p> <p>KQ6: How does our behaviour affect others?</p>	<p>TQ: Think positive</p> <p>KQ1: How does having a positive mind-set affect us?</p> <p>KQ2: What impact do our choices have on our own emotions and those of others?</p> <p>KQ3: What goals are important to me?</p> <p>KQ4: Who can you speak to if you're feeling big emotions?</p> <p>KQ5: What are you thankful for?</p> <p>KQ6: Can you think of coping strategies to help when feeling big emotions?</p>	<p>TQ: Diverse Britain</p> <p>KQ1: How can I be a helpful member of my school community?</p> <p>KQ2: What makes me a good neighbour?</p> <p>KQ3: What is harmful to our community environment?</p> <p>KQ4: Can you describe our country?</p> <p>KQ5: What makes you different from everybody else?</p> <p>KQ6: What are you favourite things about our country?</p>	<p>TQ: Be yourself</p> <p>KQ1: What makes me, me?</p> <p>KQ2: What different emotions do we feel?</p> <p>KQ3: What makes me smile?</p> <p>KQ4: What makes me frown?</p> <p>KQ5: What changes/losses do we experience whilst we grow up?</p> <p>KQ6: Who has got the loudest voice?</p>	<p>TQ: It's my body</p> <p>KQ: Who makes decisions and choices about our bodies?</p> <p>KQ2: What would happen if we slept all day and never exercised?</p> <p>KQ3: McDonalds or a Salad, or both?</p> <p>KQ4: How to stay squeaky clean</p> <p>KQ5: What food and drink is safe for us?</p> <p>KQ6: Who makes decisions about our bodies? (recap)</p>	<p>TQ: Aiming high</p> <p>KQ: what makes me a star?</p> <p>KQ2: Why is a positive learning attitude important?</p> <p>KQ3: Can you predict my future career?</p> <p>KQ4: Could my teacher be a farmer?</p> <p>KQ5: How many goals can I tick off before I turn 20?</p> <p>KQ6: What will be different for me 20 years from now?</p>



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NC PSHE Links	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1
	<p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L4. about the different groups they belong to</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience</p>	<p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood</p>	<p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L4. about the different groups they belong to</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L4. about the different groups they belong to</p> <p>L5. about the different roles and responsibilities people have in their community</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. about why sleep is important and different ways to rest and relax</p> <p>H9. about different ways to learn and play; recognising</p>	<p>H21. to recognise what makes them special</p> <p>H24. how to manage when finding things difficult</p> <p>L14. that everyone has different strengths</p> <p>H21. to recognise what makes them special</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H21. to recognise what makes them special</p> <p>H24. how to manage when finding things difficult</p> <p>L14. that everyone has different strengths</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p>



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	<p>hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>L14. that everyone has different strengths</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>when they don't feel good</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H11. about different feelings that humans can experience</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p>	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L4. about the different groups they belong to</p>	<p>R25. how to talk about and share their opinions on things that matter to them</p> <p>H12. how to recognise and name different feelings</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>R25. how to talk about and share their opinions on things that matter to them</p>	<p>the importance of knowing when to</p> <p>H2. about foods that support good health and the risks of eating too much sugar</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H5. simple hygiene routines that can stop germs from spreading</p> <p>H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p>H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health</p> <p>H10. about the people who help us to stay physically healthy</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>H37. about things that people can put into their body or on their skin; how these can affect how people feel</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p>	
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H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it

H24. how to manage when finding things difficult

R7. about how to recognise when they or someone else feels lonely and what to do

R25. how to talk about and share their opinions on things that matter to them

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

R25. how to talk about and share their opinions on things that matter to them

H13. how feelings can affect people's bodies and how they behave

H18. different things they can do to manage big feelings, to help calm themselves down and/or change their

H8. how to keep safe in the sun and protect skin from sun damage







H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV

R17. about knowing there are situations when they should ask for permission and also when their permission should be sought



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		mood when they don't feel good				
Cross curricular Links	English- Speaking and Listening	English- Speaking and Listening	English- Speaking and Listening Geography- Continents and countries	English- Speaking and Listening	English- Speaking and Listening Science – Plants and animals including humans	English- Speaking and Listening
Revisit and review opportunities	EYFS- building relationships	EYFS- Understanding feelings	EYFS- Understanding the world	EYFS- Managing self	EYFS- Managing self	EYFS- Understanding the world
Curriculum Driver Links						
	<p>Clear communicator: Children learn how to engage with each other practising turn taking in conversations and being respectful of others opinions. Children are encouraged to communicate their thoughts and feeling and take part in respectful debates in a safe learning environment.</p> <p>Healthy advocate: When focusing on the holistic view of the child, children must learn how to manage the pressures of a fluid society and facilitate strategies to build resilience and flourish. Children will gain consciousness of mental wellbeing and children will explore methods to problem solve thus enabling them to gain confidence when dealing with challenging</p>	<p>Global citizens: Children learn how to respect a variety of cultural norms and learn how to abide by rules and laws. Minority groups are discussed and the importance of diversity in communities is highlighted. Children also learn what it means to be a British Citizen including studying the ideology of citizenship.</p>	<p>Aspirational learners: Children know how to convey a positive attitude towards learning and appreciate that a person's mentality can impact their achievements. The idea of goal setting and constructing plans to improve on their personal best is a focus in PSHE lessons.</p>			
Vocabulary	<u>Autumn 1</u> active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful,	<u>Autumn 2</u> achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions,	<u>Spring 1</u> accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress,	<u>Spring 2</u> angry, body language, calm, change, confidence, content, cross, disagree, wellbeing, emotions, enjoy, excited, facial expressions,	<u>Summer 1</u> bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist,	<u>Summer 2</u> achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine,



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	joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind	fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries	environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom	feelings, happiness, happy, help, interests, kind, like, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talents, talk, thoughts, uncomfortable, unhappy, worried	diarrhoea, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash	skill, star qualities, strength, success, training
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Year Two

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
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Topic Enquiry Question:	TQ: VIP's	TQ: Safety First	TQ: One World	TQ: Digital Wellbeing	TQ: Money Matters	TQ: Growing up
	Lesson Key Questions:	Lesson Key Questions:	Lesson Key Questions:	Lesson Key Questions:	Lesson Key Questions:	Lesson Key Questions:
	KQ1: who is special to you? KQ2: Why are families important? KQ3: What makes someone a good friend? KQ4: What to do if you fall out with a friend? KQ5: Is there an I in team? KQ6: How can you show someone that you care about them?	KQ1: How do I stay safe? KQ2: What could make me unsafe at home? KQ3: How do I stay safe when I am out and about? KQ4: What is stranger danger? KQ5: What secrets are okay to keep? KQ6: Who are my go to adults?	KQ1: What makes a family? KQ2: Is your family the same as mine? KQ3: Are all schools the same around the world? KQ4: Is our living environment the same as someone on the other side of the world? KQ5: What resources do we use to help us live a healthy life? KQ6: How can we be a planet protector?	KQ1: How does the internet help us? KQ2: How much is too much screen time? KQ3: Can we stay safe online? KQ4: Why is online privacy important? KQ5: Does our online behaviour effect real life? KQ6: Do you know the difference between true of false?	KQ1: Can you explain the different types of money? KQ2: where does money come from? KQ3: How do we keep money safe? KQ4: How much money do you have? KQ5: Is it a want or a need? KQ6: What happens when I go shopping?	KQ1: Can you name the parts of a girl/boys body? KQ2: How do we respect our/others bodies? KQ3: Is it okay to be different? KQ4: Who is in your family? KQ5: What will change as you get older? KQ6: What events could occur in your life as you get older?



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NC PSHE Links	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1	Key Stage 1
	<p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>H23. to identify what they are good at, what they like and dislike</p>	<p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be</p> <p>H8. how to keep safe in the sun and protect skin from sun damage</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations</p>	<p>H2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p>	<p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>L7. about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. about the role of the internet in everyday life</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come</p>	<p>L10. what money is; forms that money comes in; that money comes from different sources</p> <p>L15. that jobs help people to earn money to pay for things</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L13. that money needs to be looked after; different ways of doing this</p> <p>L11. that people make different choices about how to save and spend money</p> <p>L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want</p> <p>L11. that people make different choices about how to save and spend money</p>	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R22. about how to treat themselves and others with respect; how to be polite and courteous</p> <p>H22. to recognise the ways in which we are all unique</p> <p>R23. to recognise the ways in which they are the same and different to others</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about</p>



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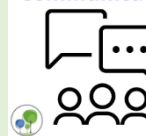



	<p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>H14. how to recognise what others might be feeling</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</p>	<p>and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p>	<p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p>	<p>across something that scares them</p> <p>L9. that not all information seen online is true</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>L9. that not all information seen online is true</p>		<p>their family makes them unhappy or worried</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>H27. about preparing to move to a new class/year group</p>
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	<p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p>					
Cross curricular Links	ENGLISH- Speaking and listening	ENGLISH- Speaking and listening ICT- Online Safety	ENGLISH- Speaking and listening	ENGLISH- Speaking and listening ICT- online safety	ENGLISH- Speaking and listening MATHS- problem solving	ENGLISH- Speaking and listening SCIENCE- Plants and animals including humans
Revisit and review opportunities	EYFS- PSED Year 1 – Relationships	EYFS- Understanding the world Year 1- Health and wellbeing	EYFS- PSED Year 1- Health and wellbeing	EYFS- Understanding the world Year 1- Health and wellbeing	EYFS- Understanding the world Year 1 – Health and wellbeing	EYFS- Managing self Year 1 – Health and wellbeing
Curriculum Driver Links	Healthy Advocates 	Clear Communicators 	Global Citizens 	Healthy Advocates 	Clear Communicators 	Aspirational Learners 



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	<p>Clear communicator: Children will show respect to another and wait to take their turn in discussions and debates. Children are also aware of what it means to be a British citizen and can communicate how human and rights democracy protect them.</p> <p>Healthy advocate: Children learn how to act in emergency situations as well knowing about drugs, and how to handle medication responsibly.</p>		<p>Global citizens: Children share knowledge of how to stay safe and healthy and learn what this looks in other countries. Children become empowered to exercise best practise when protecting characteristics of equality to promote an inclusive society. Also, with a view to secure their future financially, children will develop a sense of money and consider how to protect their finances and invest sensibly. Money as such will contribute to the economy.</p>		<p>Aspirational learners: Children influence others to make the right choices: including how to spend money wisely and how to promote equality to promote the notion of a fair society for all.</p>	
Vocabulary	<u>Autumn 1</u> achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult	<u>Autumn 2</u> 999, burn, chemicals, choke, danger, e-Safety, emergency, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer, stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water	<u>Spring 1</u> affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special people, trust, world	<u>Spring 2</u> access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call	<u>Summer 1</u> bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work	<u>Summer 2</u> adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, stereotype, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, vulva, worried



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Year Three

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	TQ: Team	TQ: Think positive	TQ: Diverse Britain	TQ: Be yourself	TQ: It's my body	TQ: Aiming high
Lesson Key Questions:	What makes a successful team? KQ1. How might changes make you feel? KQ2. How can a team work well? KQ3. How can my actions and behaviour affect my team? KQ4. How do you respond considerably to others? KQ5. What strategies can be used to resolve disputes?	How can I promote positive well-being? KQ1. Why is having a positive attitude good for your mental health? KQ2. How can you manage positive and negative thoughts effectively? KQ3. Which strategies can be used to cope with difficult changes? KQ4. What techniques can you use to keep calm? KQ5. How can you manage uncomfortable emotions? K6. How can you apply a positive attitude towards learning?	What does it mean to be British? KQ1. What it is like to live in the British Isles? KQ2. Why is democracy important? KQ3. How do rules and laws help us? KQ4. What does liberty mean for a British person? KQ5. Why is a diverse society important? KQ6. How might your interpretation of being British vary with somebody else?	Why is it important to be true to yourself? KQ1. What sort of things could you be proud of? KQ2. How do emotions impact your feelings? KQ3. What can you do to manage uncomfortable feelings? KQ4. How can you be assertive? KQ5. How can the media be an unreliable source of information? KQ6. What should you do if you make a mistake?	What can you do to follow a healthy lifestyle? KQ1. How can you keep yourself safe? KQ2. How can you keep a healthy body? KQ3. Why is it important to get enough sleep? KQ4. What do you do if you are unwell? KQ5. How do you handle medicine and drugs safely? KQ6. Why is it beneficial to create healthy habits?	How can you plan for the future? KQ1. What are your strengths? KQ2. How can you achieve your best? KQ3. How does your attitude impact your outcomes? KQ4. What skills do you need for the job you want to do? KQ5. Why is it important for all people to have equality of opportunity? KQ6. What can you do to increase your employability?



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NC PSHE Links	Year 3	Year 3	Year 3	Year 3	Year 3	Year 3
	<p><u>Relationships:</u></p> <p>Respecting Self and Others</p> <p>R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p><u>Living in the Wider World</u></p> <p>Economic wellbeing: Aspirations, work and career</p> <p>L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p>	<p><u>Health And Wellbeing:</u></p> <p>Mental Health</p> <p>H17. To recognise that feelings can change over time and range in intensity.</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><u>Health and Wellbeing</u></p> <p>Ourselves, growing and changing</p> <p>H36. Strategies to manage transitions between classes and key stages.</p> <p><u>Relationships:</u></p> <p><u>Friendships</u></p> <p>R13. The importance of seeking support if feeling lonely or excluded.</p>	<p><u>Living in the Wider World:</u></p> <p>Shared Responsibilities</p> <p>L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws.</p> <p>L3. About the relationship between rights and responsibilities.</p>	<p><u>Health and Wellbeing:</u></p> <p>Mental Health</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings.</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p>	<p><u>Health and Wellbeing:</u></p> <p>Healthy Lifestyles</p> <p>H1. How to make informed decisions about health.</p> <p>H2. About the elements of a balanced, healthy lifestyle.</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>	<p><u>Health and Wellbeing:</u></p> <p>Ourselves growing and changing</p> <p>H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p><u>Living in the Wider World</u></p> <p>Economic wellbeing: Aspirations, work and career</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>



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Cross curricular Links	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y2 Computing systems and networks 1: What is a computer?</p> <p>Y3 A1 Computing systems and networks</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y3 A2 Science – Animals including humans</p> <p>Y1/2 Music How does music make us feel?</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>History – Romans Y3 Sum</p> <p>British Values Democracy, liberty, respect, law</p>	<p>English spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y3 A1 English build a varied vocabulary</p> <p>Y1/2 Music How does music make us feel?</p> <p>Y3 RE A1 What do different people believe about God?</p>	<p>English spoken language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y3 DT Spring One - Food: Eating seasonally</p> <p>Y4 DT SPR 2 Food: Adapting a recipe</p> <p>Y5 AUT 1- Food (What could be healthier?)</p> <p>Y6 SUM1-Food (Come dine with me)</p> <p>PE – how to look after your body</p> <p>Science Animals including humans</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>PE – personal achievements</p>
Revisit and review opportunities	<p>Year 1- Relationships (TEAM)</p>	<p>Year 1- Health and Wellbeing (Think positive)</p>	<p>Year 1 – Living in the wider world (Diverse Britain)</p>	<p>Year 1- Relationships (Be yourself)</p>	<p>Year 1 – Health and wellbeing (It's my body)</p>	<p>Year 1- Living in the wider world (Aiming high)</p>
Curriculum Driver Links	<p>Clear Communicators</p> 	<p>Healthy Advocates</p> 	<p>Global Citizens</p> 	<p>Healthy Advocates</p> 	<p>Clear Communicators</p> 	<p>Aspirational Learners</p> 



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	<p>Clear communicator: Children learn how to engage with each other practising turn taking in conversations and being respectful of others opinions. Children are encouraged to communicate their thoughts and feeling and take part in respectful debates in a safe learning environment.</p> <p>Healthy advocate: When focusing on the holistic view of the child, children must learn how to manage the pressures of a fluid society and facilitate strategies to build resilience and flourish. Children will gain consciousness of mental wellbeing and children will explore methods to problem solve thus enabling them to gain confidence when dealing with challenging situations throughout their life. Additionally, children are encouraged to independently make positive choices and lead a healthy lifestyle.</p>		<p>Global citizens: Children learn how to respect a variety of cultural norms and learn how to abide by rules and laws. Minority groups are discussed and the importance of diversity in communities is highlighted. Children also learn what it means to be a British Citizen including studying the ideology of citizenship.</p>		<p>Aspirational learners: Children know how to convey a positive attitude towards learning and appreciate that a person's mentality can impact their achievements. The idea of goal setting and constructing plans to improve on their personal best is a focus in PSHE lessons.</p>	
Vocabulary	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Change, transition, attitude, teamwork, benefit, team, communication, helpful, unhelpful, behaviours, scenarios, group, achieve, consequences, actions, impact, team mates, individuals, effect, communication, listening, reflect, emotion, facial expression, body language, responding, considerate, dispute, resolve, conflict, negotiation, compromise, feelings, interpret, responsibility, collaboratively, goals, actions, ripple, effect	Positive, negative, attitude, mental health, feelings, emotions, mind, brain, happy, happiness, chemicals, dopamine, serotonin, oxytocin, endorphins helpful, unhelpful, unpleasant, changes, difficult, sudden, exciting, small, experience, different, emotions, uncomfortable, deal, cope, manage, prepare mindful, mindfulness, calm, peace, relax, techniques, strategies, present, aware, breathing, focus, occupy, distract, healthy, positive, control, weather, symbol, represent, emotion, feeling. uncomfortable,	Multicultural, difference, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition, democracy, equality, government, rules, law, enforce, help, safe, parliament, rights, responsibilities, human rights, society, protect, liberty, freedom, polite, stereotype, challenge, rights-respecting, similarity, tolerance, national, regional, United Kingdom, diverse, discrimination, prejudice, celebrate, kindness, values, customs, discuss, debate, citizen, common rights, diversity, celebrate, care, concern	feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing, uncomfortable, comfortable, happy, cross, worried, nervous, calm, hide, share, talk, secret, coping strategies, assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind, media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited, mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact	choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem, healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink, sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy, disease, germ, contagious, spread, hygiene, wash, immunisation, vaccinations, infection, allergies, routine, illness, drugs, legal, illegal, tobacco, nicotine, alcohol, caffeine, restricted, addiction, habit, cigarettes, e-cigarettes, vaping,	achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, accomplish, strive, target, improve, positive, learning, develop, learn, improve, strength, build, strengthen, resilience, job, role, skill, attribute, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities, ambition, goal, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race, growth mindset, obstacles, set-backs, resilience, determination, succeed, success



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unpleasant, control,
positive,
joy, happiness, sadness,
anger,
jealousy, worry, nervous,
anxious,
guilt, shame,
embarrassment, grief,
challenge,
resilience, perseverance,
success, failure, mistakes,
determination, practise,
goals, effort,
achievements,
strengths, weaknesses,
brave,
flexible, curious, problem

medicines, prescription,
healing,
harmful, health, risk,
antibiotics, immune,
emergency, syringe, pills,
tablets, consent, choice,
habit,
resilience, structure,
planning, balance, pros,
cons,
consequences



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Year Four

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	TQ: VIP's	TQ: Safety First	TQ: One World	TQ: Digital Wellbeing	TQ: Money Matters	TQ: Growing up
Lesson Key Questions:	<p>How can you promote an inclusive environment?</p> <p>KQ1. How can you show respect to family and friends?</p> <p>KQ2. What does it mean to be a good friend?</p> <p>KQ3. Who is in your support network?</p> <p>KQ4. How can you resolve conflicts with friends?</p> <p>KQ5. What actions can you take to stop bullying?</p>	<p>What can you do to keep yourself and others safe?</p> <p>KQ1. How can you stay safe and healthy?</p> <p>KQ2. How can you act responsibly in risky situations?</p> <p>KQ3. What should you do if someone is making you feel uncomfortable?</p> <p>KQ4. What can you do to stay safe when you are out and about?</p> <p>KQ5. How can dangerous substances affect the human body?</p> <p>KQ6. What should you do in an emergency situation?</p>	<p>How can you help people in other countries?</p> <p>KQ1. How is your life similar and different to somebody else's?</p> <p>KQ2. How can you respect other people's opinions?</p> <p>KQ3. How do other people live?</p> <p>KQ4. What can I do to make the world a fairer place?</p> <p>KQ5. How does climate change impact people's lives?</p> <p>KQ6. How might people in challenging situations seek help?</p>	<p>Why is it important to promote acceptable use of the internet?</p> <p>KQ1. What are the positive and negatives of being online?</p> <p>KQ2. How can you contribute to making the internet a safer place?</p> <p>KQ3. What actions should you take if you do not feel safe online?</p> <p>KQ4. What can you do to check the reliability of an online resource?</p> <p>KQ5. What things are unacceptable to share online?</p> <p>KQ6. How can technology affect your wellbeing?</p>	<p>How can you handle money responsibly?</p> <p>KQ1. What Skills do you need for the job you want to do?</p> <p>KQ2. How many different ways can you pay for things?</p> <p>KQ3. What problems can occur when you borrow money?</p> <p>KQ4. What can you do to make sure you spend your money wisely?</p> <p>KQ5. How can adverts influence how you spend your money?</p> <p>KQ6. What can you do to keep on track of what you spend?</p>	<p>What can you do to respect changes that people experience throughout their lives?</p> <p>KQ1. What are male and female body parts used for?</p> <p>KQ2. How do boys bodies change as they go through puberty?</p> <p>KQ3. How do girls bodies change as they go through puberty?</p> <p>KQ4. What feelings can you experience as you grow up?</p> <p>KQ5. How do families differ from one another?</p> <p>KQ6. How are babies made and born?</p>



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<p>NC PSHE Links</p>	<p>Relationships: friendships R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p>	<p>Health and Wellbeing: Ourselves growing and changing H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>Health and Wellbeing: Keeping safe H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Living in the Wider World: shared responsibilities L2. to recognise there are human rights, that are there to protect everyone</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>Living in the Wider World: Communities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>Living in the Wider World: Economic Wellbeing Money</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Living in the Wider World: Media literacy & digital resilience L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>Living in the Wider World: Economic Wellbeing L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p>	<p>Health and Wellbeing: Healthy Lifestyles</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p>
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<p>Cross curricular Links</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y4 A1 Computing Collaborative learning</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Maths money Addition and Subtraction Multiplication and Division</p> <p>Geography Y1 human and physical geography Y3 A2 Geography - The UK Y3 SP2 Geography Land use Y4 SP Geography Exploring Scandinavia Y5 Sum Geography Water World Geography mapping the world Y6 Aut Geog North America and Mexico</p> <p>History Y6 Sum Britain</p> <p>British values democracy liberty, law, respect</p> <p>RE Y3 A1 What do different people believe about God?</p>	<p>English spoken language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Y4 A1 Computing Collaborative learning Y4 Computing HTML Y5 A1 Computing Search Engines</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Computing</p> <p>Maths money Addition and Subtraction Multiplication and Division</p> <p>Y3 SP2 Geography Land use Y4 Summer Rainforests Y4 SP Geography Exploring Scandinavia Y5 Sum Geography Water World Y6 Aut Geog North America and Mexico</p> <p>History Y6 Sum Britain</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Science – Bacteria</p> <p>Science- Animals including humans</p> <p>RE Y3 A1 What do different people believe about God?</p>
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Revisit and review opportunities	Year 2 – Relationships (VIP's)	Year 2- Health and wellbeing- (Safety first)	Year 2- Living in the wider world (One world)	Year 2 – Relationships (VIP's)	Year 2- Health and wellbeing- (Safety first)	Year 2- Living in the wider world (One world)
Curriculum Driver Links						
	<p>Clear communicator: Children will show respect to another and wait to take their turn in discussions and debates. Children are also aware of what it means to be a British citizen and can communicate how human and rights democracy protect them.</p> <p>Healthy advocate: Children learn how to act in emergency situations as well knowing about drugs, and how to handle medication responsibly.</p>		<p>Global citizens: Children share knowledge of how to stay safe and healthy and learn what this looks in other countries. Children become empowered to exercise best practise when protecting characteristics of equality to promote an inclusive society. Also, with a view to secure their future financially, children will develop a sense of money and consider how to protect their finances and invest sensibly. Money as such will contribution to the economy.</p>		<p>Aspirational learners: Children influence others to make the right choices: including how to spend money wisely and how to promote equality to promote the notion of a fair society for all.</p>	
Vocabulary	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	VIPs, respect, kindness, kindly, important, care, thought, consideration, interests, friends, family, actions, friendship, VIPs, friends, friendship, interests, hobbies, loyal, self preservation, respect, honest, anonymous, kind, complimenting, friends, acquaintances, relatives, families, dares, support, unhealthy, healthy, reflect, relationship, friendship, falling out, arguments, resolution, differences, alternatives, views, opinions, decisions, choices, strategies,	independent, responsible, decisions, choices, safe, healthy, consequences, instructions, rules, advice, help, risk, danger, hazard, safe, choices, decisions, rules, responsible, consequences, outcome, peer pressure, choices, dare, decisions, family, friends, media, comfortable, uncomfortable, right, wrong, feelings, safe, dangerous, local environment, unfamiliar place, road safety, pedestrian	similar, different, similarity, difference, Malawi, rural, urban, gender, inequality, local, global, communities, human right, respect, shared responsibility, care, compassion, diverse, air, unfair, stereotype, dilemma, challenge, harmful, rights, respect, reason, opinion, decision, impact, discuss, share, empathy, consider, human right, respect, shared responsibility, care, compassion, diversity, resources, sugar, trade, farmer, fair trade, actions, impact, choice,	online, Internet, social media, positive, negative, impact, healthy, balance, happy, safe, unsafe, consequences, share, forward, personal information, private, privacy, respect, kind, communication, online, Internet, relationships, kindness, respect, disrespect, bullying, cyberbullying, teasing, name calling, trolling, harassment, report, concerns, discrimination, behaviour, connection, pretending, fake, risks, harmful content, report,	Money, employment, work, job, payment, wages, spending, saving, gift, benefits, cash, coins, notes, credit, debit, contactless, bank account, bank, debt, owe, save, interest, borrow, debt, interest, loan, bank account, owe, borrow, repay, credit card, repayments, unmanageable, savings, want, need, priority, budget, spending, saving, ethical, environment, impact, influence, spending, advertising, advertisement,	reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm, vulva, puberty, male, penis, testes, testicles, sperm, erection, reproduction, species, Adam's apple, hormones, testosterone, puberty, female, genitals, breasts, uterus, womb, egg, period, genital, menstruation, reproduction, species, hormones, oestrogen, sex hormones, vulva, vagina, teenager, acne, ovaries, puberty, female, male, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, hormones, testosterone, oestrogen, parents, grandparents, offspring, siblings,



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	<p>disputes, conflict, negotiation, compromise, resolving, support, bully, bullying, physical, teasing, cyber, behaviour, impact, support, victim, prejudice, prejudiced, discrimination, anti-bullying, bully, bullying, support network, help, techniques, prejudice, discrimination, prejudiced, equality, equity, diversity</p>	<p>crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, responsibility, independence, safe, unsafe, hazard, danger, harm, hurt, casualty, injury, emergency, first aid, 999, paramedic, ambulance, cut, graze, burn, scald, choking, shock, safe, dangerous, drugs, medication, medicine, pill, vaccine, inhaler, insulin, injection, alcohol, cigarettes, e-cigarettes, lungs, body, physical, health, wellbeing, impact, affect</p>	<p>positive, negative, human right, care, climate change, effects, reduce, impact, harmful, care, compassion, organisation, charity, help, support, local, global, citizen, choice, consequence,</p>	<p>safely, safety, support, face-to-face, communicating ,online, report, reliability, information, reliable, reliable choices, search, results, ranking, targeted information, connected devices, information sharing, shared. images, manipulated, invented, created, strategies, misinformation, Internet, social media, safe, unsafe, consequences, share, forward, personal, information, passwords, private, privacy, images, videos, permission, online, Internet, social media, positive, negative, rules, restrictions, happy, safe, unsafe, consequences, share, forward, personal information, respect, kind, communication</p>	<p>profit, financial gain, consumer, receipt, record, keep track, change, balance, budget, spending</p>	<p>brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step, half, bisexual, blended family, commitment, gender, identity, biological sex, asexual, reproduction, male, female, penis, vagina, breasts, species, womb, uterus, ovaries, egg, embryo, foetus, umbilical cord, amniotic sac, baby, testicles, sperm</p>
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Year Five

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	TQ: Team	TQ: Think positive	TQ: Diverse Britain	TQ: Be yourself	TQ: It's my body	TQ: Aiming high
Lesson Key Questions:	<p>What are the foundations of successful team work?</p> <p>KQ1. What are the characteristics of a good team member?</p> <p>KQ2. How should you react when you disagree with someone's opinion?</p> <p>KQ3. What actions can you take to contribute to a successful team?</p> <p>KQ4. How should you behave towards your team members?</p> <p>KQ5. What can you do to prevent hurtful behaviour?</p> <p>KQ6. Who is responsible for the success of the team?</p>	<p>How can you promote good mental health and wellbeing?</p> <p>KQ1. What is the link between our thoughts, feelings and behaviours?</p> <p>KQ2. What can you do to encourage yourself to think positively?</p> <p>KQ3. How can you manage uncomfortable feelings?</p> <p>KQ4. Why is it important to make good choices?</p> <p>KQ5. What are mindfulness techniques?</p> <p>KQ6. What can you do to practise a growth mind set daily?</p>	<p>What does it mean to be a British citizen?</p> <p>KQ1. How can you show respect to other faiths and ethnicities?</p> <p>KQ2. What does it mean to belong to a community?</p> <p>KQ3. What is the law and what happens if laws are broken?</p> <p>KQ4. How do human rights protect you?</p> <p>KQ5. How is democracy practised within your local government?</p> <p>KQ6. How do charity and voluntary groups support the community?</p>	<p>How can you be true to yourself?</p> <p>KQ1. Why should the uniqueness of every child an adult be celebrated?</p> <p>KQ2. Why should you express your thoughts and feelings?</p> <p>KQ3. How can you manage uncomfortable feelings?</p> <p>KQ4. How can you overcome the feeling of being shy and nervous?</p> <p>KQ5. When might you have to make different choices from your peers?</p> <p>KQ6. How can you rectify mistakes?</p>	<p>How are you in control of protecting yourself?</p> <p>KQ1. What should you do if somebody tries to make you do something that you do not want to do?</p> <p>KQ2. How does exercise and sleep affect your mind and body?</p> <p>KQ3. What can you do to take care of your body?</p> <p>KQ4. What can drugs do to your body?</p> <p>KQ5. What does the term 'positive body image' mean?</p> <p>KQ6. What can you do to look after your physical and mental health?</p>	<p>What goals can you set to achieve your desired job role?</p> <p>KQ1. How can you set targets to ensure that you achieve your best?</p> <p>KQ2. How does your attitude towards learning impact your outcomes?</p> <p>KQ3. What should you do to take advantage of educational and work related opportunities?</p> <p>KQ4. What are protected characteristics?</p> <p>KQ5. What career matches your skills and interests?</p> <p>KQ6. What do you need to do to accomplish your career goals?</p>



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NC PSHE Links	Relationships: managing hurtful behaviour	Health and Wellbeing: Healthy lifestyles	Relationships: Managing hurtful behaviour and bullying	Health and Wellbeing: Healthy lifestyles	Health and Wellbeing: healthy lifestyles	Living in the Wider World: Economic wellbeing: Aspirations, work and career
	Relationships: Mental health	Relationships: Managing hurtful behaviour and bullying	Health and Wellbeing: Healthy lifestyles	Relationships: Safe relationships	Living in the Wider World: Media literacy & digital resilience	
	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>Relationships: respecting self and others</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship.</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Health and Wellbeing: Mental health</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p>	<p>R21. about discrimination: what it means and how to challenge it</p> <p>Living in the Wider World: shared responsibilities</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>Living in the Wider World: Communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes</p> <p>Living in the Wider World: Communities</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p> <p>Living in the Wider World: economic wellbeing: Aspirations, work and career</p> <p>Cg. what democracy is, and about the basic institutions that support it locally and nationally</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Relationships: friendships</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>Relationships: Safe relationships</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p>	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>Health and Wellbeing: Ourselves growing and changing</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>Living in the Wider World: Communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging Stereotypes</p> <p>Living in the Wider World: Media literacy & digital resilience</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p>L31. to identify the kind of job that they might like to do when they are older</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p>



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Cross curricular Links	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>British Values – mutual respect, law, freedom, democracy</p> <p>Computing online safety Y1 Computing What is a computer Y3 Computing what is a network Y4 A1 Computing Collaborative learning Y5 A1 Computing Search Engines</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>DT Y5 AUT 1- Food (What could be healthier?) DT Y6 SUM1-Food (Come dine with me)</p> <p>Science – Animals including humans</p> <p>PE – Health and fitness</p> <p>Y1/2 Music How does music make us feel?</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Computing Online safety Y4 A1 Computing Collaborative learning</p> <p>British values – democracy, liberty, freedom, respect, law</p> <p>Geog Y3 A2 The UK</p> <p>Religious Education – Islam Christianity, Hinduism, Judaism</p> <p>History Y3 Sum Romans</p> <p>History Y6 Sum Britain</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Computing Y3 What is a network Computing Online safety</p> <p>DT Y3 Spring One - Food: Eating seasonally DT Y4 SPR 2 Food: Adapting a recipe DT Y5 AUT 1- Food (What could be healthier?) DT Y6 SUM1-Food (Come dine with me)</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p> <p>Science animals including humans</p> <p>Y4 A1 Computing collaborative learning</p> <p>DT Y3 Spring One - Food: Eating seasonally DT Y4 SPR 2 Food: Adapting a recipe DT Y5 AUT 1- Food (What could be healthier?) DT Y6 SUM1-Food (Come dine with me)</p> <p>RE Y3 A1 What do different people believe about God?</p>	<p>English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions</p>
Revisit and review opportunities	<p>Year 1&3- Relationships (TEAM)</p>	<p>Year 1&3- Health and Wellbeing (Think positive)</p>	<p>Year 1&3 – Living in the wider world (Diverse Britain)</p>	<p>Year 1&3- Relationships (Be yourself)</p>	<p>Year 1&3 – Health and wellbeing (It's my body)</p>	<p>Year 1&3- Living in the wider world (Aiming high)</p>
Curriculum Driver Links	<div data-bbox="398 1034 577 1220"> <p>Clear Communicators</p> </div> <p>Clear communicator: Children learn how to have a positive influence when working in teams and with this comes attributes such as respecting others opinions, criticising others with kindness and disagreeing respectfully. Strategies for rectifying mistakes and discussing uncomfortable feelings are also a component of this unit.</p>		<div data-bbox="763 1034 898 1220"> <p>Healthy Advocates</p> </div> <p>Global citizens: Children learn why it is important to protect the planet and children can suggest ways of helping the environment such as recycling. What is more, children know that they are responsible not only for themselves but for others as well.</p>		<div data-bbox="1391 1034 1525 1220"> <p>Healthy Advocates</p> </div> <div data-bbox="1682 1034 1816 1220"> <p>Aspirational Learners</p> </div> <div data-bbox="1877 1034 2056 1220"> <p>Clear Communicators</p> </div> <p>Aspirational learners: Children are encouraged to build resilience and withhold a positive mind-set when facing challenges. Children are made of how to achieve success when working with others. Children learn that everybody make mistakes and strategies are shared for overcoming any potential barriers to maintaining a positive growth mind set.</p>	



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Healthy advocate: Children are made exposed to strategies for coping with challenging times (such as death) and with this children know how to build resilience.

Vocabulary

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
teamwork, team, attributes, admire, skills, successful, effective, collaboration, collage, contribute, compromise, collaborate, goal, achieve, patience, respectful, honesty, opinion, disagree, hurtful, kind, thoughts, listen, communicate understanding, opinions, decisions, outcome, success, care, valued, looked after, kindness, feelings, sensitive, health, physical, emotional, bullying, discrimination, teasing, upsetting, emotions, uncomfortable, unkind, harassment, excluding, trolling, social media, support, responsibilities, team, scenario, consequences, classroom, function, roles, teamwork	thoughts, feelings, behaviour, cognitive, influence, impact, affect, link, reaction, positive, negative, comfortable, uncomfortable, anxiety, guilt, blame, worry, fear, anger, panic, stress, avoidance, thoughts, positive, negative, helpful, unhelpful, comfortable, uncomfortable, feelings, behaviour, thoughts, positive, negative, helpful, unhelpful, uncomfortable, uncomfortable, feelings, behaviour, thoughts, strategies, techniques, choices, decisions, positive, negative, feelings, emotions, behaviour, actions, consequences, impact, independent, responsible, safe, morals, pros, cons, mindful, mindfulness, present, focus, relaxed, calm, still, positive, thoughts, feelings, experience, techniques, positive, negative, mindset, attitude, learning, mistakes, opportunities, challenge, difficulties, goals, success, failure, achievements, progress, strategies, techniques	faith, ethnicity, respect, similar, different, consequence, right, equal, responsibility, diversity, diverse, difference, community, society, community, community spirit, impact, consequence, positive, negative, diverse, diversity, human rights, shared responsibility, respect, protect, environment, laws, protect, parliament, enforce, police, consequence, society, democracy, discrimination, prejudice, human rights, democracy, human rights, local government, discrimination, prejudice, stereotypes, challenge, active citizenship, democracy, human rights, national government, roles, responsibilities, prime minister, politicians, members of parliament, discrimination, prejudice, stereotypes, charity, voluntary, community, needs, support, compassion, shared responsibility, care, concern, contribute, diversity, diverse	individual, unique, celebrate, acceptance, thoughts, feelings, comfortable, help, support, individuality, uniqueness, peer influence, peer approval, opinions, thoughts, feelings, conflict, emotions, communication, strategies, alternatives, sharing, express, change, loss, death, grief, bereavement, caring, relationships, respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests, sharing experiences, problems, support, difficulties, online friendships, face-to-face relationships, feelings, manage, uncomfortable, situations, resisting, danger, help, support, unhealthy, anxious, pressure, intensity, confidence, shy, nervous, strategies, confident, body language, feelings, expressing feelings, setbacks, failure, perceived failures, choices, options, support, help, pressure, dangerous, unhealthy, uncomfortable, anxious, wrong, strategies, positive, apply, peer pressure, peer influence, mistakes, amends, sorry, apologise, emotions, guilt, positive, negative, unhelpful thoughts	autonomy, consent, contact, touch, appropriate, unwanted, choice, safe, boundaries, control, respect, protect, help, support, tell, consequences, rights, choices, consequences, sleep, deprivation, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit, routine, health, wellbeing, care, habits, healthy eating, diet, exercise, physical, mental, teeth, oral, dental, body, sun exposure, illness, bacteria, virus, germs, infection, hygiene, medicines, allergies, responsibility, alcohol, cigarettes, tobacco, e-cigarettes, vaping, vapes, vape pens, medicine, nicotine, addictive, drugs, harmful, dangerous, substances, habit, healthy, unhealthy, damage, pressure, media, legal, illegal, age restrictions, choice, body image, beauty, self-confidence, looks, media, appearance, stereotype, advertising, pressure, perfect, health, wellbeing, physical, mental, drugs, positive, decision, choice, influence, balanced lifestyle, emotional, body image, pressure, media, rest, consent, diet, exercise, cleanliness	achievements, aims, success, goal, learn, behaviour, action, accomplish, skills, strengths, interests, attributes, attitudes, mind-set, feedback, improve, perseverance, determination, practise, effort, resilience, self-worth, challenges, barriers, obstacles, strategies, mind-set, positive, helpful, unhelpful, attitudes, behaviours, success, failure, mistakes, learning, feedback, privilege, power, opportunities, future, goals, success, fortunate, achievements, skills, jobs, benefit, careers, stereotypes, equal, fair, gender, challenge, criteria, opportunities, rights, future, goals, success, ambition, achievements, skills, jobs, careers, discrimination, law, race, prejudice, social class, innovation, enterprise, business, employer, employee, skills, ideas, original, inventions, creativity, positivity, products, decisions, teamwork, collaborate, problem solving, listening, presenting, advertisement, college, further education, careers, routes, apprenticeship, university, future, goals, ambition, targets, aims, achievements, focus, practise, personal, individual, strengths, skills, responsible, positive



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Year Six

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic Enquiry Question:	TQ: VIP's	TQ: Safety First	TQ: One World	TQ: Digital Wellbeing	TQ: Money Matters	TQ: Growing up
Lesson Key Questions:	<p>What can you do to encourage positive relationships with others?</p> <p>KQ1. What can you do to show someone that you care for them?</p> <p>KQ2. What strategies can be applied to calm yourself down?</p> <p>KQ3. How should you act if you disagree with someone's opinion?</p> <p>KQ4. How can you resist negative influences on your behaviour?</p> <p>KQ5. When should you break a secret?</p> <p>KQ6. What is an unhealthy relationship?</p>	<p>How can you keep yourself safe?</p> <p>KQ1. What can you do to keep yourself safe?</p> <p>KQ2. How can you reduce risks and stay safe?</p> <p>KQ3. What can you do to prevent yourself being involved in a risky situation?</p> <p>KQ4. What should you do in an emergency?</p> <p>KQ5. What can you do to stay safe at home?</p> <p>KQ6. What can you do to stay safe outdoors?</p>	<p>Why is it important to contribute in looking after the planet?</p> <p>KQ1. What can you do to be a responsible global citizen?</p> <p>KQ2. How can global warming be prevented?</p> <p>KQ3. What can you do to protect the environment?</p> <p>KQ4. Why is it important to use water responsibly?</p> <p>KQ5. Why should biodiversity be encouraged?</p> <p>KQ6. What can I do to make the world a better place?</p>	<p>What can you do to promote online safety?</p> <p>KQ1. How can you look after you digital wellbeing?</p> <p>KQ2. How do you stay safe when using digital technology?</p> <p>KQ3. What are the signs of potential unsafe and harmful relationships online?</p> <p>KQ4. How can you use social media responsibly ensuring everyone's wellbeing and rights are protected?</p> <p>KQ5. What can you do to prevent online bullying?</p> <p>KQ6. What can you do to assess if information that you see online is true?</p>	<p>How can you manage your finances?</p> <p>KQ1. How can you avoid financial risks?</p> <p>KQ2. How can retailers influence how you spend your money?</p> <p>KQ3. Why do other people spend their money differently to you?</p> <p>KQ4. Why can budgeting be useful?</p> <p>KQ5. What impact can money have on people's emotional wellbeing?</p> <p>KQ6. What impact does spending have on the environment?</p>	<p>KQ1. What happens to boys and girls when they go through puberty?</p> <p>KQ2. What can you do to manage your thoughts and feelings when going through puberty?</p> <p>KQ3. What makes you unique?</p> <p>KQ4. How many types of relationships do you know?</p> <p>KQ5. Who can have a sexual relationship?</p> <p>KQ6. How is a baby conceived and born?</p>



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NC PSHE Links	<p>Relationships: Families and close positive relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>Relationships: Families and close positive relationships R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>Relationships: friendships R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p> <p>Relationships: safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)</p> <p>R26. about seeking and giving permission (consent) in different situations</p>	<p>Health and wellbeing: Keeping safe H38. how to predict, assess and manage risk in different situations</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>Living in the Wider World: shared responsibilities L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>Living in the Wider World: economic wellbeing (Money) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Living in the Wider World: Media literacy & digital resilience L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>	<p>Living in the Wider World: economic wellbeing (Money) L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>Health and wellbeing: ourselves growing and changing H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹</p>
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Cross curricular Links	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions	English Spoken Language Build vocabulary Give well-structured descriptions, explanations and narratives Participate in discussions, presentations, performances, role play, improvisations and debates Listen and respond Ask relevant questions
	Computing online safety Y1/2 Music How does music make us feel?	Geography – Human and physical geography DT Structures	Computing online safety Y6 SP1 Computing Big data 1 Geography Y1 human and physical geography Y3 A2 Geography - The UK Y3 SP2 Geography Land use Y4 SP Geography Exploring Scandinavia Y5 Sum Geography Water World Geography mapping the world Y6 Aut Geog North America and Mexico History Y6 Sum Britain Math DT food RE Y3 A1 What do different people believe about God? British Values respect, democracy, law	Computing online safety	Maths money Addition and Subtraction Multiplication and Division Y3 A2 Geography - The UK Y3 SP2 Geography Land use Y4 SP Geography Exploring Scandinavia Y5 Sum Geography Water World Geography mapping the world Y6 Aut Geog North America and Mexico History Y6 Sum Britain RE Y3 A1 What do different people believe about God?	Science – life cycle Y3 Science Animals including humans



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Revisit and review opportunities	Year 2&4 – Relationships (VIP's)	Year 2&4- Health and wellbeing- (Safety first)	Year 2&4- Living in the wider world (One world)	Year 2&4 – Relationships (VIP's)	Year 2&4- Health and wellbeing- (Safety first)	Year 2&4- Living in the wider world (One world)
Curriculum Driver Links						
	<p>Clear communicator: Children will discuss and debate hot topics like how to spend their money wisely and how they can recognise and prevent dangerous situations.</p> <p>Healthy advocate: Children learn how stay safe within their home and across other environments. Children also know how to respect their bodies and how to develop safe, respectful relationships with others. The notion of mental wellbeing is prioritised and connections are made with positive digital wellbeing as children gain awareness of the impact of being unsafe online.</p>		<p>Global citizens: Children know how to recognise danger in a variety of environments ad have strategies which they can share with other citizens regarding how to stay safe. Children learn how to use the world wide web safely and gain insight for positive use of the internet. With regards to money children are exposed to the impact spending can have on other countries and encouraged to protect and spend their finances wisely so they can contribute to society effectively.</p>		<p>Aspirational learners: Positive self-esteem is a common theme which enables children to create a growth mind-set. Children learn how to manage changing thoughts and feelings: what is more, children will respect others thoughts and feelings and they will encourage others to to achieve success.</p>	
Vocabulary	<u>Autumn 1</u> love, relationships, family, friendship, self-love, care, commitment, committed, family life, living together, living apart, positive, caring, family structure, single parents, same-sex parents, step-parents, blended families, foster parents, security, stability, time together, support, advice, help, emotions, anger, upset, frustrated, calming, calm, unkind, kind, actions, consequences, disagree, argue, conflict, resolution, fall out, friends, agree, honesty, respect, polite, pressure, influence, peer, negative, behaviour, resist, support, help, anxious, dangerous, unhealthy,	<u>Autumn 2</u> safe, risk, danger, hazard, harm, responsible, independent, informed, decision, choice, consequence, safe, risk, danger, hazard, harm, action, responsible, independent, informed, decision, choice, consequence, situation, support, help, safe, risk, danger, hazard, harm, action, responsible, decision, choice, dare, peer pressure, media, social media, help, advice, smart, brave, mature, safe, danger, hazard, harm, action, emergency, accident, injury, responsible, sensible, first aid, emergency services, decision, choice, help, safe, unsafe, hazard, risk, independent, responsibility, fire, harm,	<u>Spring 1</u> citizen, global, citizenship, responsible, aware, impact, world, human right, respect, shared responsibility, care, compassion, global warming, effects, help, harm, prevent, persuade, encourage, environment, earth, global warming, energy, resources, impact, environment, use, responsible, help, protect, pledge, waste, save, renewable, non-renewable, conserve, waste, save, conserve, water, use, responsibly, drought, responsible, appreciate, biodiversity, environment, help,	<u>Spring 2</u> online, digital wellbeing, digital health, digital, Internet, time management, positive, negative, mental health, emotional wellbeing, regulations, restrictions, personal safety, wellbeing, mental health, emotional wellbeing, social media, online, tv programmes, films, games, private, privacy, personal, information, data, images, worry, concern, frightened, help, report, appropriate, inappropriate, content, contact, reliable, safe, choices,	<u>Summer 1</u> money, investment, gain, interest, risk, bankrupt, inflation, value, scam, steal, gamble, profit, save, future, money, manufacturer, retailer, advertise, influence, critical consumer, money, value, cost, amount, retail, availability, price, ethical spending, environment, impact, fair trade, producer, manufacturer, labour, minimum wage, want, need, luxury, necessity, wages, income, outgoings, spending, prioritise, budget, emotional wellbeing, priorities, want, need, afford, comfortable, uncomfortable, borrow,	<u>Summer 2</u> reproduction, male, female, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva, nocturnal emissions, puberty, male, female, emotions, feelings, hormones, sexual, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush, body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, society, sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual



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	<p>uncomfortable, wrong, secrets, shared, kept, confidential, confidence, share, support, unhealthy, healthy, relationship, healthy, unhealthy, risky, relationships, friendship, relatives, family, support, ending</p>	<p>injury, medicines, pills, tablets, liquids, chemicals, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult, safe, hazard, risk, danger, environment, unfamiliar, road safety, pedestrian crossing, zebra crossing, traffic, cycling, pedestrian, driver, passenger, cyclist, railway, train, platform, danger, electricity, cables, water safety, swim, dive, depth, fireworks, sparklers, burn, responsibility, independence</p>	<p>protect, encourage, important, future, world, global citizen, choices, impact, consequences, responsible, responsibility, sustainability, sustainable, manifesto</p>	<p>storage, sharing, personal, private, privacy, boundaries, respect, safe, online safety, report, help, appropriate, inappropriate, relationship, healthy, friendship, behaviour, risks, harmful, content, contact, concern, comfortable, uncomfortable, pressure, online identity, deceive, impersonate, bullying, false profiles, kindness, trust, digital citizenship, feelings, assess, control, right, consent, online strangers, positive, negative, social media, data, information ranking, selection, targeting, connected devices, appropriate, inappropriate, share, rules, image distribution, right, respect, shared responsibility, wellbeing, digital footprint, privacy settings, benefit, risk, bullying, cyberbullying, online, impact, consequences, hurtful behaviour, teasing, name calling, bullying, trolling, harassment, excluding, report, concerns, help, discrimination, kindness, respectful, information, sources, reliability, online, safe, choices, text, image, manipulation, evaluate, assess, misinformation, wellbeing, misleading, intention, reputable, secure sites, echo chambers, Internet cookies</p>	<p>spending, choice, decision, tax, payment, income tax, council tax, contribute, society, spending, ethical spending, fair trade, plastic pollution, single-use, charity</p>	<p>orientation, society, race, age, civil partnership, commitment, sex, sexual, sexually transmitted infection, intercourse, reproduction, heterosexual, bisexual, homosexual, penis, vagina, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact, conceived, conception, reproduction, sexual intercourse, contraception, birth, sperm, egg, penis, testicles, vagina, uterus, womb, zygote, embryo, fetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord</p>
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