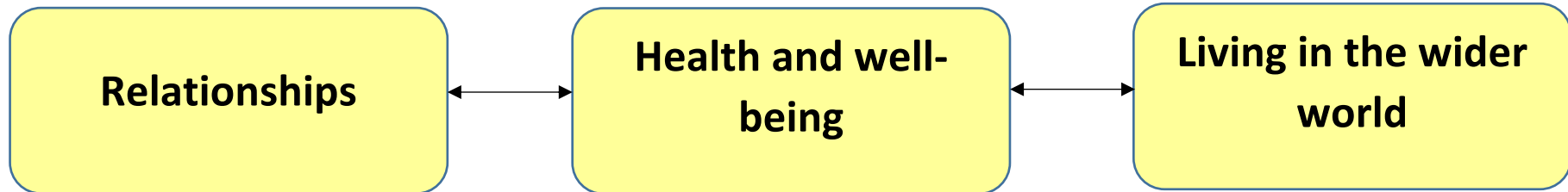


PSHE Knowledge and Skills Progression Map



Curriculum Aims

PSHE (Personal, Social, Health and Emotional) education gives pupils the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work. Our PHSE curriculum which incorporates RSE (relationships and sex education), SMSC (social, Moral, spiritual and cultural education) and British Values, aims to do just that. Through our well-planned and thought-provoking scheme of work the children develop the knowledge, skills and attributes they need to manage their lives now and in the future. Furthermore, we believe in teaching the science and embedding habits around mental wellbeing in a fun and positive way.

The skills that are taught and developed over a pupil's time at Fulwood and Cadley Primary school will not only help them stay safe and healthy but equip them with what they need throughout later life to allow them to thrive as individuals, family members and members of society. The curriculum will provide them with the knowledge and confidence to make responsible decisions relating to sensitive issues that will arise throughout their life. It will develop knowledge and awareness of safe and secure relationships and raise awareness of personal health both physical and mental.

Our PHSE, RSE, SMSC and British Values curriculum also helps to support a child's well-being through discretely taught mindfulness sessions and therefore support children in breaking down any barriers that they may have to learning

Whole School Knowledge and Skill Progression

PSHE Curriculum Map: **Cycle A**

	Autumn Term		Spring Term		Summer Term	
Years 1 & 2 Classes 3, 4 and 5	Relationships Friendships	Relationships Safe Relationships	Health & Wellbeing Mental Health	Health & Wellbeing Keeping Safe	Living in the Wider World Shared Responsibility and Community	Living in the Wider World Aspirations, Work and Career
Years 3 & 4 Classes 6, 7 & 8	Relationships Friendships	Relationships Safe Relationships	Relationships Managing Hurtful Behaviour and Bullying	Health & Wellbeing Keeping Safe	Living in the Wider World Shared Responsibility and	Living in the Wider World Communities
Years 5 & 6 Classes 9, 10 & 11	Relationships Friendships	Relationships Safe Relationships	Health & Wellbeing Drugs, Alcohol and Tobacco	Health & Wellbeing Keeping Safe	Health & Wellbeing Pressure and Independence	Living in the Wider World Aspirations, Work and Career

Whole School Knowledge and Skill Progression

PSHE Curriculum Map: **Cycle B**

	Autumn Term		Spring Term		Summer Term	
Years 1 & 2 Classes 3, 4 and 5	Relationships Families and Close Positive Relationships	Relationships Respecting Self and Others	Health & Wellbeing Healthy Lifestyles (Physical Wellbeing)	Health & Wellbeing Ourselves, Growing and Changing	Living in the Wider World Money	Living in the Wider World Media Literacy & Digital Resilience
Years 3 & 4 Classes 6, 7 & 8	Relationships Families and Close Positive Relationships	Relationships Respecting Self and Others	Health & Wellbeing Healthy Lifestyles (Physical Wellbeing)		Living in the Wider World Money	Living in the Wider World Money
Years 5 & 6 Classes 9, 10 & 11	Relationships Families and Close Positive Relationships		Health & Wellbeing Ourselves, Growing and Changing	Health & Wellbeing Mental Health	Living in the Wider World Money	Living in the Wider World Media Literacy & Digital Resilience

Class 3

Year 1

Class 4

Year 1 & 2

Class 5

Year 2

Autumn A/B

Relationships

Friendships

Linked British Value: Respect

National Curriculum Statutory Objectives:

Pupils should be taught: develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task);

Statutory Learning Objectives:

R8. simple strategies to resolve arguments between friends positively

R9. how to ask for help if a friendship is making them feel unhappy

R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

R11. about how people may feel if they experience hurtful behaviour or bullying

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

Spring A/B

Health and Wellbeing

Mental Health

Non-Statutory Learning Objectives:

H11. about different feelings that humans can experience

H12. how to recognise and name different feelings

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

H14. how to recognise what others might be feeling

H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things

H16. about ways of sharing feelings; a range of words to describe feelings

H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)

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

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

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

Summer A/B

Living in the Wider World

Shared Responsibility and Community

Linked British Value:

Tolerance & Rule of Law

National Curriculum Statutory Objectives:

Pupils should be taught: that they belong to various groups and communities, such as family and school; meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse);

Statutory Learning Objectives:

L1. about what rules are, why they are needed, and why different rules are needed for different situations

L2. how people and other living things have different needs; about the responsibilities of caring for them

L3. about things they can do to help look after their environment

L4. about the different groups they belong to

L5. about the different roles and responsibilities people have in their community

L6. to recognise the ways they are the same as, and different to, other people

Link to current RE topic as this is an opportunity to embed knowledge in context.

Safe Relationships

Non-Statutory Learning Objectives:

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R14. that sometimes people may behave differently online, including by pretending to be someone they are not

R15. how to respond safely to adults they don't know

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

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

R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

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

Keeping Safe

Linked British Value: Rule of Law

National Curriculum Statutory Objectives:

Pupils should be taught: consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)

Statutory Learning Objectives:

H28. about rules and age restrictions that keep us safe

H29. to recognise risk in simple everyday situations and what action to take to minimise harm

H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

H31. that household products (including medicines) can be harmful if not used correctly

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

H33. about the people whose job it is to help keep us safe.

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

H35. about what to do if there is an accident and someone is hurt

Aspirations, Work and Career

National Curriculum Statutory Objectives:

Pupils should be taught: to contribute to the life of the class, school and society

Statutory Learning Objectives:

L14. that everyone has different strengths

L15. that jobs help people to earn money to pay for things

L16. different jobs that people they know or people who work in the community do

L17. about some of the strengths and interests someone might need to do different jobs

Class 6

Year 3

Class 7

Year 3 & 4

Class 8

Year 4

Friendships

National Curriculum Statutory Objectives:

Pupils should be taught: that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; to think about the lives of people living in other places and times, and people with different values and customs; find information and advice (for example, through helplines; by understanding about welfare systems in society);

Statutory Learning Objectives:

- R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing
- R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
- R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face
- R13. the importance of seeking support if feeling lonely or excluded

H36. how to get help in an emergency (how to dial 999 and what to say)

Managing Hurtful Behaviour and Bullying

British Value: Respect

National Curriculum Statutory Objectives:

Pupils should be taught: to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;

Statutory Learning Objectives:

- R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
- 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
- R21. about discrimination: what it means and how to challenge it

Shared Responsibilities

British Value: Rule of Law

National Curriculum Statutory Objectives:

Pupils should be taught: take responsibility (for example, for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school); that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

Statutory Learning Objectives:

- L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- L2. to recognise there are human rights, that are there to protect everyone
- L3. about the relationship between rights and responsibilities
- L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
- L5. ways of carrying out shared responsibilities for protecting the environment

Safe Relationships

British Value: Respect

Non-Statutory Learning Objectives:

- R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);
- R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns
- R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.
- R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
- R26. about seeking and giving permission (consent) in different situations
- R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret

Keeping Safe

British Value: Rule of Law

National Curriculum Statutory Objectives:

Pupils should be taught: why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; school rules about health and safety, basic emergency aid procedures and where to get help.

Statutory Learning Objectives:

- H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming
- H38. how to predict, assess and manage risk in different situations
- H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe
- H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)
- 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
- H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact

in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

Link to current Geography topic: Study of Preston/ Local Area as this is an opportunity to embed knowledge in context.

Communities

British Value: Tolerance

National Curriculum Statutory Objectives:

*Pupils should be taught: about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; pupils should be taught: consider social and moral dilemmas that they come across in life (for example, encouraging respect and understanding between **different races** and dealing with harassment); to recognise the role of voluntary, community and pressure groups; meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);*

Statutory Learning Objectives:

- L6. about the different groups that make up their community; what living in a community means

Link to current Computing topic: Internet Safety as this is an opportunity to embed knowledge in context.

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Class 9

Year 5

Class 10

Year 5 & 6

Class 11

Year 6

Friendships

British Value: Respect

National Curriculum Statutory Objectives:

Pupils should be taught: develop relationships through work and play (for example, taking part in activities with groups that have particular needs, such as children with special needs and the elderly; communicating with children in other countries by satellite, email or letters);

Statutory Learning Objectives:

R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them

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

R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

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

Drugs, Alcohol and Tobacco

British Value: Rule of Law

National Curriculum Statutory Objectives:

Pupils should be taught: make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities); which commonly available substances and drugs are legal and illegal, their effects and risks; that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;

Statutory Learning Objectives:

H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break

H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others

H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines);

H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping

H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

Pressure and Independence

British Value: Liberty

National Curriculum Statutory Objectives:

Pupils should be taught: to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; prepare for change (for example, transferring to secondary school.)

Statutory Learning Objectives:

H35. About the new opportunities and responsibilities that increasing independence may bring

H36. Strategies to manage transitions between classes and key stages

H50. To have an awareness about legal drugs common to everyday life and how to manage peer pressure (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)

H52. Understand how both illegal/ legal drugs can have an impact on health; recognise that drug use can become a habit which can be difficult to break

H53. Debate the mixed messages in the media about drugs, including alcohol and smoking/vaping

Aspirations, Work and Career

British Value: Democracy (Participate in a Debate)

National Curriculum Statutory Objectives:

Pupils should be taught: to recognise and challenge stereotypes; meet and talk with

Safe Relationships

National Curriculum Statutory Objectives:

*Pupils should be taught: that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and **judging what kind of physical contact is acceptable or unacceptable;***

Statutory Learning Objectives:

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Keeping Safe

National Curriculum Statutory Objectives:

Pupils should be taught: school rules about health and safety, basic emergency aid procedures and where to get help.

Statutory Learning Objectives:

H43. About what is meant by first aid; basic techniques for dealing with common injuries

H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

Optional H45. That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk

people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers);

Statutory Learning Objectives:

L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

L26. That there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life

L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them

L28. About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

L29. That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid

L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

L31. To identify the kind of job that they might like to do when they are older

L32. To recognise a variety of routes into careers (e.g. college, apprenticeship, university)

Class 3

Year 1

Class 4

Year 1 & 2

Class 5

Year 2

Families and Close Positive Relationships

British Value: Respect

Non-Statutory Learning Objectives:

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.
- R2. To identify the people who love and care for them and what they do to help them feel cared for
- R3. About different types of families including those that may be different to their own
- R4. To identify common features of family life
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
- R6. About how people make friends and what makes a good friendship
- R7. About how to recognise when they or someone else feels lonely and what to do

Respecting Self and Others

National Curriculum Statutory Objectives:

Pupils should be taught: to listen to other people, and play and work cooperatively; to identify and respect the differences and similarities between people; that family and friends should care for each other; take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); feel positive

Healthy Lifestyles (Physical Wellbeing)

National Curriculum Statutory Objectives:

Pupils should be taught: how to make simple choices that improve their health and wellbeing; to maintain personal hygiene; how some diseases spread and can be controlled; that all household products, including medicines, can be harmful if not used properly; to realise that people and other living things have needs, and that they have responsibilities to meet them;

Statutory Learning Objectives:

- H1. about what keeping healthy means; different ways to keep healthy
- H2. about foods that support good health and the risks of eating too much sugar
- H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday
- H4. about why sleep is important and different ways to rest and relax
- H5. simple hygiene routines that can stop germs from spreading
- H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health
- 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
- H10. about the people who help us to stay physically healthy

Money

British Value: Liberty

National Curriculum Statutory Objectives:

Pupils should be taught: to realise that money comes from different sources and can be used for different purposes; make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly);

Statutory Learning Objectives:

- L10. what money is; forms that money comes in; that money comes from different sources
- L11. that people make different choices about how to save and spend money
- L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want
- L13. that money needs to be looked after; different ways of doing this

Media Literacy and Digital Resilience

Non-Statutory Learning Objectives:

- L7. about how the internet and digital devices can be used safely to find things out and to communicate with others
- L8. about the role of the internet in everyday life
- L9. that not all information seen online is true

about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves)

Statutory Learning Objectives:

- R21. about what is kind and unkind behaviour, and how this can affect others
- R22. about how to treat themselves and others with respect; how to be polite and courteous
- R23. to recognise the ways in which they are the same and different to others
- R24. how to listen to other people and play and work cooperatively
- R25. how to talk about and share their opinions on things that matter to them

Link to current Science: Animals including Humans topic as this is an opportunity to embed knowledge in context.

Health and Wellbeing

Ourselves, Growing and Changing

British Value: Tolerance

National Curriculum Statutory Objectives:

Pupils should be taught: to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; to share their opinions on things that matter to them and explain their views; to recognise, name and deal with their feelings in a positive way; to think about themselves, learn from their experiences and recognise what they are good at; about the process of growing from young to old and how people's needs change; the names of the main parts of the body;

Statutory Learning Objectives:

- H21. to recognise what makes them special
- H22. to recognise the ways in which we are all unique
- H23. to identify what they are good at, what they like and dislike
- H24. how to manage when finding things difficult
- H25. to name the main parts of the body
- H26. about growing and changing from young to old and how people's needs change
- H27. about preparing to move to a new class/year group

Class 6

Year 3

Class 7

Year 3 & 4

Class 8

Year 4

Families and Close Positive Relationships

British Value: Liberty

National Curriculum Statutory Objectives:

Pupils should be taught where individuals, families and groups can get help and support: to talk and write about their opinions, and explain their views, on issues that affect themselves and society; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;

Statutory Learning Objectives:

- R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others
- R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart
- R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another

Respecting Self and Others

National Curriculum Statutory Objectives:

Pupils should be taught: to resolve differences by looking at alternatives, making decisions and explaining choices;

Healthy Lifestyles (Physical Wellbeing)

British Value: Liberty/ Democracy (Participate in a Debate)

National Curriculum Statutory Objectives:

Pupils should be taught: what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread;

Statutory Learning Objectives:

- H1. how to make informed decisions about health
- H2. about the elements of a balanced, healthy lifestyle
- H3. about choices that support a healthy lifestyle, and recognise what might influence these
- H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- H5. about what good physical health means; how to recognise early signs of physical illness
- H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle
- H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep;

Money

British Value: Democracy (Participate in a Debate)

National Curriculum Statutory Objectives:

Pupils should be taught: to look after their money and realise that future wants and needs may be met through saving; what democracy is, and about the basic institutions that support it locally and nationally; that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment;

Non-Statutory Learning Objectives:

- L17. about the different ways to pay for things and the choices people have about this
- L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)

Link to current Maths topic: Money as this is an opportunity to embed knowledge in context.

Statutory Learning Objectives:

R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online

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 relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

the effects of lack of sleep on the body, feelings, behaviour and ability to learn

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

H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health

Link to current Science: Animals including Humans topic as this is an opportunity to embed knowledge in context.

Class 9

Year 5

Class 10

Year 5 & 6

Class 11

Year 6

Families and Close Positive Relationships

British Value: Respect

National Curriculum Statutory Objectives:

Pupils should be taught: that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; to research, discuss and debate topical issues, problems and events; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences; to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;

Statutory Learning Objectives:

- R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)
- R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
- R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong
- R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,

Ourselves, Growing and Changing

British Value: Tolerance

National Curriculum Statutory Objectives:

Pupils should be taught: to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;

Statutory Learning Objectives:

- H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- H26. that for some people gender identity does not correspond with their biological sex
- H27. to recognise their individuality and personal qualities
- H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth
- H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

Mental Health

Non-Statutory Learning Objectives:

- H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
- H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and

Money

British Value: Democracy (Participate in a Debate)

Non-Statutory Learning Objectives:

- L20. to recognise that people make spending decisions based on priorities, needs and wants
- L21. different ways to keep track of money
- L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24. to identify the ways that money can impact on people's feelings and emotions

Link to current Maths topic: Money as this is an opportunity to embed knowledge in context.

Media Literacy and Digital Resilience

British Value: Democracy (Participate in a Debate)

National Curriculum Statutory Objectives:

Pupils should be taught: to explore how the media present information; to research, discuss and debate topical issues, problems and events; to research, discuss and debate topical issues, problems and events;

Statutory Learning Objectives:

foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

Curriculum Statutory Objectives:

Pupils should be taught: to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; about how the body changes as they approach puberty;

Statutory Learning Objectives:

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance

spending time with family and friends can support mental health and wellbeing

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond

H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others

H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

L11. recognise ways in which the internet and social media can be used both positively and negatively

L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results

L13. about some of the different ways information and data is shared and used online, including for commercial purposes

L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information

L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

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

Link to current Computing topic: Internet Safety as this is an opportunity to embed knowledge in context.

		of keeping clean and how to maintain personal hygiene		
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School Council

Statutory Learning Objectives:

Participate (for example, in the school's decision-making process, relating it to democratic structures and processes such as councils, parliaments, government and voting);