

"A child's mental health is just as important as their physical health and deserves the same quality of support."

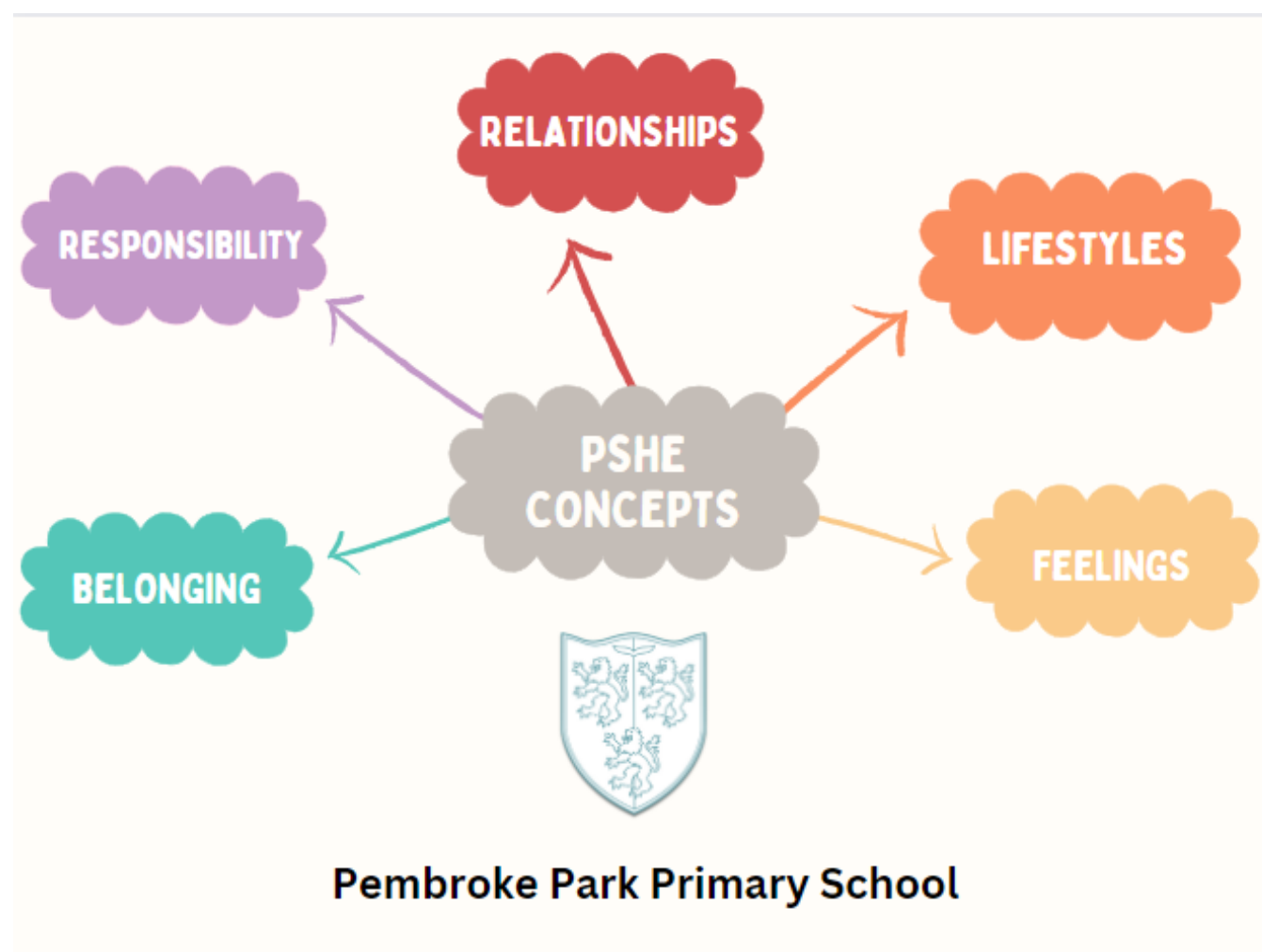
(Kate Middleton)

At Pembroke Park we understand the importance of supporting children's mental health and how they navigate themselves in the world. We see the utmost importance of regular, high quality PSHE discussions to support our children to understand all areas of the PSHE curriculum. This links closely with our whole school vision – wanting our children to become well-rounded citizens who contribute positively to society.

PSHE education plays a fundamental role in our children's Spiritual, Moral, Social and Cultural (SMSC) development and provides opportunities for the promotion of British Values. We intend for our children to understand rights and responsibilities and appreciate what it means to be a member of a diverse, democratic society. We want our pupils to understand what constitutes a healthy lifestyle; be aware of how to stay safe; make informed choices regarding personal and social issues; and be able to develop good, positive relationships within school and beyond. Our children are encouraged to develop their sense of self-worth and confidence by playing a positive role in contributing to school life and the wider community.

How is this subject taught and why? PSHE is taught weekly and the sessions are recorded in a whole class floor book. Floor books are of high quality and capture children's thoughts, feelings. They include children's work, quotes and pictures that link across their PSHE journey through each year group. The floor books are used as a revision tool to prompt and remind children of their learning and support with their retrieval process.

Rationale for using a "scheme of learning": SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement. SCARF represents our values for children of Safety, Caring, Achievement, Resilience and Friendship. SCARF is a comprehensive, fully resourced, progressive PSHE scheme of work for 3-11 year olds, high-quality, educator-led workshops for pupils with a Whole-school approach to wellbeing and Mental Health. Their vision is for all children to acquire the life skills needed to thrive.



Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

END POINTS: By the end of primary school pupils should know:

<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. 5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by pretending to be someone they are not. 2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online.
<p>Being safe (BS)</p>	<ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.

Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. that for most people the internet is an integral part of life and has many benefits. 2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 1. the characteristics and mental and physical benefits of an active lifestyle. 2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. 3. the risks associated with an inactive lifestyle (including obesity). 4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding calories and other nutritional content). 2. the principles of planning and preparing a range of healthy meals. 3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> 1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	<ol style="list-style-type: none"> 1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination.
Basic first aid (BFA)	<ol style="list-style-type: none"> 1. how to make a clear and efficient call to emergency services if necessary. 2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 2. about menstrual wellbeing including the key facts about the menstrual cycle.

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Reception		Me and My Relationships	
Topic codes	Learning Title		Vocabulary
FPC1, FPC3 RR1, RR4, RR5 CF1	All about me	<ul style="list-style-type: none"> Talk about their own interests. Talk about their families Talk about how they are the same or different to others.	special effort different practice same
RR1, RR3	What makes me special	<ul style="list-style-type: none"> Share their favourite interests and objects. Talk about themselves positively. Listen to what others say and respond	special same favourite different
FPC1, FPC2, FPC3 CF1 RR1	Me and my special people	<ul style="list-style-type: none"> Talk about the important people in their lives. Understand that we have different special people. Name key people outside of families that care for them.	family special people same different help
FPC2, FPC4, FPC6 CF1, CF2, CF3, CF5 BS5, BS8, MW9	Who can help me?	<ul style="list-style-type: none"> Talk about when they might feel unsafe or unhappy. Name the people who will help them Notice when a friend is in need at school and help them.	family friends
MW2, MW3, MW6, MW7 CF5 FPC6	My feelings	<ul style="list-style-type: none"> Describe different emotions. Explore how we feel at certain times or events. Identify ways to change feelings and calm down.	feelings sad happy emojis
MW2, MW3, MW6, MW7 CF2, CF5 FPC6	My feelings (2)	<ul style="list-style-type: none"> Identify events that can make a person feel sad. Suggest ways in which they can help a friend who is sad. Choose ways to help themselves when they feel sad. 	feelings sad helpful happy kind

Reception		Valuing Difference	
Topic codes	Learning Objective		Vocabulary
RR1, RR4	I'm special, you're special	<ul style="list-style-type: none"> Describe their own positive attributes. Share their likes and dislikes. Listen to and respect the ideas of others.	special dislikes likes favourite
CF1, CF2, CF3 RR1, RR5, BS6, MW3	Same and different	<ul style="list-style-type: none"> Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Retell a story.	same kind different unkind
FPC1, FPC2, FPC3, FPC4 RR1	Same and different families	<ul style="list-style-type: none"> Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others.	same family different
RR1	Same and different homes	<ul style="list-style-type: none"> Recognise the similarities and differences between their home and those of others. Talk about what makes their home feel special and safe. Be sensitive towards others.	same different home
CF2, CF3 RR2, RR3	Kind and caring (1)	<ul style="list-style-type: none"> Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others.	kind kindness
CF1, CF2, CF3 RR1, RR2, RR3	Kind and caring (2)	<ul style="list-style-type: none"> Show friendly behaviour towards a peer. Build relationships with others.	new friend friendship kindness

Reception		Keeping Myself Safe	
Topic codes	Learning Objective		Vocabulary
MW3, HP4, HP5, BS5	What's safe to go onto my body	<ul style="list-style-type: none"> Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe. 	keep clear keep safe
HE3, HP3, PH4, DAT1	Keeping Myself Safe – What's safe to go into my body (including medicines)	<ul style="list-style-type: none"> Make safe decisions about items they don't recognise. Talk about what our bodies need to stay well. Name the safe ways to store medicine and who can give it to children (adults). 	sleep food cuddle chemist grown up water fresh air medicine doctor
FPC1 BS5	Safe indoors and outdoors	<ul style="list-style-type: none"> Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others. 	safe detective unsafe
BS3, BS5, BS6, BS7 RR8	Listening to my feelings (1)	<ul style="list-style-type: none"> Name the adults who they can ask for help from, and will keep them safe. Recognise the feelings they have when they are unsafe. Talk about keeping themselves safe, safe touches and consent. 	safe tummy feelings unsafe uncomfortable
OR3, BS2, BS5, BS6	Keeping safe online	<ul style="list-style-type: none"> Share ideas about activities that are safe to do on electronic devices. What to do and who to talk to if they feel unsafe online. 	safe tell trust worried adult
FPC2, FPC6, BS4, BS5, BS6, BS8	People who help to keep me safe	<ul style="list-style-type: none"> Name the people in their lives who help to keep them safe. Name people in their community who help to keep them safe. Talk about ways to keep themselves safe in their environment. 	safe tell trust worried adult address
Reception		Rights and Responsibilities	
FPC1, FPC2, FPC3, FPC4	Looking after my special people	<ul style="list-style-type: none"> Name the special people in their lives. Understand that our special people can be different to those of others. 	family help each other look after be alone
CF1, CF2, CF3, RR1, RR8 BS6	Looking after my friends	<ul style="list-style-type: none"> Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community. 	friends help each other look after be alone
RR2, RR3	Being helpful at home and caring for our classroom	<ul style="list-style-type: none"> Identify ways in which they help at home. Recognise the importance of taking care of a shared environment. Name ways in which they can look after their learning environment. 	working together responsibility caring helpful
RR3	Caring for our world	<ul style="list-style-type: none"> Think about what makes the world special and beautiful. Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. Talk about what can happen to living things if the world is not cared for. 	litter pollution electricity recycling
	Looking after money (1): recognising, spending, using	<ul style="list-style-type: none"> Recognise coins and other items relating to money. Identify the uses of money. 	money buy pay shop coat
	Looking after money (2): saving money and keeping it safe	<ul style="list-style-type: none"> Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money. 	

Reception	Being My Best		
MW2, MW3 CF2 RR2	Bouncing back when things go wrong	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. 	bounce back encourage try again
MW2, MW3 CF2	Yes, I can!	<ul style="list-style-type: none"> Share an experience where they haven't achieved their goal. Develop their confidence and resilience towards having a growth mindset. Name a strategy to overcome a hurdle. 	try try again bounce back
HE1	Healthy eating (1)	<ul style="list-style-type: none"> Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. 	food energy grow healthy fruit vegetable dairy
HE1	Healthy eating (2)	<ul style="list-style-type: none"> Name and choose healthy foods and drink. Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). Explain the jobs of different food groups. 	food exercise sleep wash healthy energy grow
PH2 HE1, HP3, HP4, HP5	Move your body	<ul style="list-style-type: none"> Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well. 	exercise heart muscles
HP3, HP4, HP5	A good night's sleep	<ul style="list-style-type: none"> Understand why our body needs sleep. Talk about their own bedtime routine. Suggest ways to have a calm evening and bedtime routine. 	routine calm sleep



Reception	Growing and Changing		
CAB1	Seasons	<ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. 	seasons spring summer autumn winter
CAB1	Life stages – plants, animals, humans	<ul style="list-style-type: none"> To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. 	growing lifecycles egg baby grow change old young
FPC2, FPC3, FPC4, FPC5 CAB1 BS3	Life stages: Human life stage – who will I be?	<ul style="list-style-type: none"> Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. 	baby child teenager adult old age
FPC1, FPC3, FPC4 RR1, CAB1,	Where do babies come from?	<ul style="list-style-type: none"> Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. 	family baby love care tummy womb pregnancy egg sperm adoption surrogacy donated sperm/eggs
FPC1, FPC3, FPC4 RR1, CAB1, HE1, HP3	Getting bigger	<ul style="list-style-type: none"> Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. 	baby child teenager adult grow messages (DNA/genes) families fo different beliefs adoption surrogacy IVF
BS2, BS3, BS7, RR8, RR7	Me and my body – girls and boys	<ul style="list-style-type: none"> Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. 	private parts penis vulva testicles vagina eggs sperm privacy my body is mine privacy

Year 1	Me and My Relationships
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	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR2, RR3	Why we have classroom rules		How to recognise and report feelings of being unsafe or feeling bad about any adult. That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these	rule safety responsibility work together
BS5, MW2, MW3, MW4, MW7	Thinking about feelings	-Recognise how others might be feeling by reading body language/facial expressions; -Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings Identify how feelings might make us behave	listening
MW1, MW2, MW4, MW7	Our feelings	- Identify a range of feelings; -Identify how feelings might make us behave: -Suggest strategies for someone experiencing 'not so good' feelings to manage these.	Practical steps they can take in a range of different contexts to improve or support respectful relationships That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise emotions and physical feelings associated with feeling unsafe Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt	feelings body language emotions safe support
MW2, MW3, MW6, MW7	Feelings and bodies	- Suggest ways of dealing with different kinds of hurt.	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Recognise that they belong to various groups and communities such as their family Explain how these people help us and we can also help them to help us.	hurt help feelings heal
FPC3, FPC4	Our special people balloons	- Recognise that they belong to various groups and communities such as their family; -Explain how these people help us and we can also help them to help us.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Identify simple qualities of friendship Suggest simple strategies for making up Demonstrate attentive listening skills	
CF1, CF2, CF3	Good friends	- Identify simple qualities of friendship; -Suggest simple strategies for making up.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.	Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel	friendship making up
RR1, CF2, CF4, CF5	How are you listening?	-Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel.			
Year 1	Valuing Difference				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
FPC3, FPC4, RR1, RR2	Same or different?	-Identify the differences and similarities between people; -Empathise with those who are different from them; -Begin to appreciate the positive aspects of these differences.	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Identify the differences and similarities between people Empathise with those who are different from them Begin to appreciate the positive aspects of these differences Explain the difference between unkindness, teasing and bullying	same different difference respect
CF2, CF3, CF4, RR5, RR6, MW8	Unkind, tease or bully?	-Explain the difference between unkindness, teasing and bullying; -Understand that bullying is usually quite rare.	Practical steps they can take in a range of different contexts to improve or support respectful relationships. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Understand that bullying is usually quite rare Explain some of their school rules and how those rules help to keep everybody safe Identify some of the people who are special to them	unkind unkindness tease teasing bully behaviour
RR3, RR5, BS1	Harold's school rules	-Explain some of their school rules and how those rules help to keep everybody safe.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Recognise and name some of the qualities that make a person special to them Recognise and explain what is fair and unfair, kind and unkind	rules safe fair
FPC1, FPC2, FPC3, FPC4, MW6	Who are our special people?	-Identify some of the people who are special to them; -Recognise and name some of the qualities that make a person special to them.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. The conventions of courtesy and manners.	Suggest ways they can show kindness to others	
CF2, CF3, CF4, RR2, RR3	It's not fair!	-Recognise and explain what is fair and unfair, kind and unkind; -Suggest ways they can show kindness to others.	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.		fair unfair unkind bullying Kind
Year 1	Keeping Myself Safe				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
PHF1, PHF3, HP3, HP4	Healthy me	- Understand that the body gets energy from food, water and air (oxygen); -Recognise that exercise and sleep are important parts of a healthy lifestyle.	The characteristics and mental and physical benefits of an active lifestyle. The risks associated with an inactive lifestyle (including obesity). The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle	
HP3	Super sleep	-Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; -Identify simple bedtime routines that promote healthy sleep.	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle Identify simple bedtime routines that promote healthy sleep	sleep rest grow tired
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?	- Recognise emotions and physical feelings associated with feeling unsafe; -Identify people who can help them when they feel unsafe.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Identify people who can help them when they feel unsafe Recognise the range of feelings that are associated with loss	feelings worried nervous scared support unsafe
MW2	Harold loses Geoffrey	- Recognise the range of feelings that are associated with loss.	How to recognise and report feelings of being unsafe or feeling bad about any adult. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Understand that medicines can sometimes make people feel better when they're ill Explain simple issues of safety and responsibility about medicines and their use	feelings emotion loss lost
DAT1	What could Harold do?	-Understand that medicines can sometimes make people feel better when they're ill; -Explain simple issues of safety and responsibility about medicines and their use.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Understand and learn the PANTS rules Name and know which parts should be private	medicine safe harmful responsible
FPC6, RR8, BS1, BS2, BS5, BS7, BS8	Good or bad touches?	-Understand and learn the PANTS rules; -Name and know which parts should be private; -Explain the difference between appropriate and inappropriate touch; -Understand that they have the right to say "no" to unwanted touch; -Start thinking about who they trust and who they can ask for help.	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Explain the difference between appropriate and inappropriate touch Understand that they have the right to say "no" to unwanted touch Start thinking about who they trust and who they can ask for help.	private trust
RR8,OR1-5, BS1, 2, 6 ISH 1, 3, 5, 7	Sharing pictures	- Start thinking about how to stay safe online, including safety around sharing images; -Identify people they can trust to help if they see something online that akes them feel scared or uncomfortable.	How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources		consent entertainment donating risks harmful
Year 1	Rights & Responsibilities				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
HP4, HP5	Harold's wash and brush up	- Recognise the importance of regular hygiene routines; -Sequence personal hygiene routines into a logical order.	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Recognise the importance of regular hygiene routines Sequence personal hygiene routines into a logical order	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Around and about the school	-Identify what they like about the school environment; -Recognise who cares for and looks after the school environment.	About things they can do to help look after their environment. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Identify what they like about the school environment Recognise who cares for and looks after the school environment	
RR5	Taking care of something	- Demonstrate responsibility in looking after something (e.g. a class pet or plant); -Explain the importance of looking after things that belong to themselves or to others.	What money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money.	Demonstrate responsibility in looking after something (e.g. a class pet or plant) Explain the importance of looking after things that belong to themselves or to others	needs responsible responsibility rules
Wider PSHE curriculum (not covered E statutory requirements)	Harold's money	-Explain where people get money from; -List some of the things that money may be spent on in a family home.	That money needs to be looked after; different ways of doing this.	Explain where people get money from List some of the things that money may be spent on in a family home	money cost bills spending afford
Wider PSHE curriculum (not covered by DfE statutory requirements)	How should we look after our money?	- Recognise that different notes and coins have different monetary value; -Explain the importance of keeping money safe; -Identify safe places to keep money; -Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).		Recognise that different notes and coins have different monetary value Explain the importance of keeping money safe Identify safe places to keep money Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).	money bank note worth safe coin saving
BFA1, BFA2	Basic first aid	See link to external resources for further information.			first aid accident danger hazard kettle burn scald accident emergency safe risk
Year 1	Being My Best				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
HE1, HE2, HE3	I can eat a rainbow	-Recognise the importance of fruit and vegetables in their daily diet; -Know that eating at least five portions of vegetables and fruit a day helps to maintain health.	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Recognise the importance of fruit and vegetables in their daily diet Know that eating at least five portions of vegetables and fruit a day helps to maintain health Recognise that they may have different tastes in food to others Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch Recognise which foods we need to eat more of and which we need to eat less of to be healthy. Understand how diseases can spread	starchy dairy protein fruit vegetables vitamins portion
HE1, HE2, HE3	Eat well	-Recognise that they may have different tastes in food to others; -Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; -Recognise which foods we need to eat more of and which we need to eat less of to be healthy.	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Recognise and use simple strategies for preventing the spread of diseases Recognise that learning a new skill requires practice and the opportunity to fail, safely Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges	healthy fruit vegetables dairy meat sugar salt cereal
HP5	Catch it! Bin it! Kill it!	-Understand how diseases can spread; -Recognise and use simple strategies for preventing the spread of diseases	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The conventions of courtesy and manners.	Recognise and use simple strategies for preventing the spread of diseases Recognise that learning a new skill requires practice and the opportunity to fail, safely	germs disease hygiene spread
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold learns to ride his bike	-Recognise that learning a new skill requires practice and the opportunity to fail, safely; -Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations	learning practice make mistakes confidence achievement
CF2, CF5, RR1, RR3, RR5	Pass on the praise!	-Demonstrate attentive listening skills; -Suggest simple strategies for resolving conflict situations; -Give and receive positive feedback, and experience how this makes them feel.		Give and receive positive feedback, and experience how this makes them feel Recognise how a person's behaviour (including their own) can affect other people.	praise support feedback encourage fellings
Year 1	Growing and Changing				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
PHF4	Inside my wonderful body!	<ul style="list-style-type: none"> -Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); -Understand and explain the simple bodily processes associated with them 	<p>How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</p>	<p>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)</p> <p>Understand and explain the simple bodily processes associated with them</p> <p>Understand some of the tasks required to look after a baby</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</p>	<ul style="list-style-type: none"> organ heart lungs intestines brain stomach oxygen digested dairy fruit vegetables sugar salt cereal meat
FPC2, CAB1	Taking care of a baby	<ul style="list-style-type: none"> -Understand some of the tasks required to look after a baby; -Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. 	<p>About growing and changing from young to old and how people's needs change.</p> <p>How people and other living things have different needs; about the responsibilities of caring for them.</p>	<p>Identify things they could do as a baby, a toddler and can do now</p> <p>Identify the people who help/helped them at those different stages</p>	<ul style="list-style-type: none"> caring love attention needs help
CAB1	Then and now	<ul style="list-style-type: none"> -Identify things they could do as a baby, a toddler and can do now; -Identify the people who help/helped them at those different stages. 	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p>	<p>Explain the difference between teasing and bullying</p> <p>Give examples of what they can do if they experience or witness bullying</p>	<ul style="list-style-type: none"> change growing size height needs help
FPC6, CF2, CF3, CF4, RR5, RR6, BS5, MW8	Who can help?(2)	<ul style="list-style-type: none"> - Explain the difference between teasing and bullying; -Give examples of what they can do if they experience or witness bullying; -Say who they could get help from in a bullying situation. 	<p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Say who they could get help from in a bullying situation</p> <p>Explain the difference between a secret and a nice surprise</p> <p>Identify situations as being secrets or surprises</p>	<ul style="list-style-type: none"> unkind tease bully witness experience getting help
FPC6, CF4, RR8, BS1, BS2, BS4, BS5, BS6, BS7, BS8,	Surprises and secrets	<ul style="list-style-type: none"> -Explain the difference between a secret and a nice surprise; -Identify situations as being secrets or surprises; -Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. 	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p>	<p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private</p>	<ul style="list-style-type: none"> surprise secret uncomfortable
BS3, BS7	Keeping privates private	<ul style="list-style-type: none"> -Identify parts of the body that are private; -Describe ways in which private parts can be kept private; -Identify people they can talk to about their private parts. 	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p>Describe ways in which private parts can be kept private</p> <p>Identify people they can talk to about their private parts.</p>	<ul style="list-style-type: none"> privates penis vulva hygiene help change sore doctor private activity private
Year 2	Me and My Relationships				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR2	Our ideal classroom (1)	-Suggest actions that will contribute positively to the life of the classroom; -Make and undertake pledges based on those actions.	Children will know: Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.	Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions.	happy safe caring friendly
RR3	Our ideal classroom (2)	-The conventions of courtesy and manners.	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Take part in creating and agreeing classroom rules.	rules
MW2, MW3	How are you feeling today?	- Use a range of words to describe feelings; -Recognise that people have different ways of expressing their feelings; -Identify helpful ways of responding to other's feelings.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings.	feelings showing feelings help
RR5, RR6	Bullying or teasing?	- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; -Identify situations as to whether they are incidents of teasing or bullying	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. How important friendships are in making us feel happy and secure, and how people choose and make friends.	Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying.	bullying teasing Repeated regular
RR5, RR6	Don't do that!	-Understand and describe strategies for dealing with bullying: -Rehearse and demonstrate some of these strategies.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies.	Bullying help Don't do that
RR5, RR6,	Types of bullying	-Explain the difference between bullying and isolated unkind behaviour; -Recognise that that there are different types of bullying and unkind behaviour; -Understand that bullying and unkind behaviour are both unacceptable ways of behaving.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. Recognise that friendship is a special kind of relationship;	Bullying repeated
CF1, CF2, CF3	Being a good friend	- Identify some of the ways that good friends care for each other.		Identify some of the ways that good friends care for each other.	Friendly friendship
MW2, MW9	Let's all be happy	- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); -Explain where someone could get help if they were being upset by someone else's behaviour.		Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); Explain where someone could get help if they were being upset by someone else's behaviour.	Feelings help
Year 2	Valuing Difference				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR1, RR2	What makes us who we are?	- Know and use words and phrases that show respect for other people.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships.	<p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people. Recognise and explain how a person's behaviour can affect other people. Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them. Explain how it feels to be part of a group; Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	Unique respect
RR2	How do we make others feel?	- Recognise and explain how a person's behaviour can affect other people.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. That families are important for children growing up because they can give love, security and stability.		Feelings behaviour calm aggressive solve
FPC1, FPC2, FPC3, FPC4	My special people	- Identify people who are special to them; Explain some of the ways those people are special to them.	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.		Special people help
CF3, MW7	When someone is feeling left out	-Explain how it feels to be part of a group; -Explain how it feels to be left out from a group; -Identify groups they are part of; -Suggest and use strategies for helping someone who is feeling left out.	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.		Feelings cooperate
CF3, RR2, RR3, MW3	An act of kindness	-Suggest kind words and actions they can show to others; -Show acts of kindness to others in school.	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.		Kind kindness Unkind feelings
CF4, CF5	Solve the problem	-Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); -Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. The conventions of courtesy and manners. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.		Listening being listened to listen problem
Year 2	Keeping Myself Safe				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
MW3, MW5, DAT1,	Harold's picnic	-Understand that medicines can sometimes make people feel better when they're ill; -Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; -Explain simple issues of safety and responsibility about medicines and their use	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe;	sleep medicines safety
BS1, BS3, BS5	How safe would you feel?	-Identify situations in which they would feel safe or unsafe; -Suggest actions for dealing with unsafe situations including who they could ask for help.	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). How to recognise and report feelings of being unsafe or feeling bad about any adult.	Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	safe unsafe feelings worried
BS1, BS3, BS4	What should Harold say?	-Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	safe unsafe feelings getting help
BS4, MW2	I don't like that!	- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; -Identify the types of touch they like and do not like; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Recognise that some touches are not fun and can hurt or be upsetting;	touch feelings uncomfortable
BS1, BS3, BS5	Fun or not?	- Recognise that some touches are not fun and can hurt or be upsetting; -Know that they can ask someone to stop touching them; -Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to recognise and report feelings of being unsafe or feeling bad about any adult	Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel;	touch hurt uncomfortable
BS1, BS2, BS3, BS5	Should I tell?	- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.		Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.	surprise secret unsafe safe tell
BS1, BS2, BS3, BS4, MW2	Some secrets should never be kept	- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.			
Year 2	Rights and Responsibilities				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF5, RR3, RR5, RR6	Getting on with others	- Describe and record strategies for getting on with others in the classroom.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour.	Responsibility heklp Shar take turns listen
MW3, MW4	When I feel like erupting	-Explain, and be able to use, strategies for dealing with impulsive behaviour.	The conventions of courtesy and manners.	Identify special people in the school and community who can help to keep them safe; Know how to ask for help.	Feelings control erupt
BS6, BS7, BS8	Feeling safe	-Identify special people in the school and community who can keep them safe; -Know how to ask for help.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment;	Safe unsafe Uniform ask for help
Wider PSHE curriculum (not covered by DfE statutory requirements)	How can we look after our environment?	-Identify what they like about the school environment; -Identify any problems with the school environment (e.g. things needing repair); -Make suggestions for improving the school environment; -Recognise that they all have a responsibility for helping to look after the school environment.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money;	Environment responsibility
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold saves for something special	- Understand that people have choices about what they do with their money; -Know that money can be saved for a use at a future time; -Explain how they might feel when they spend money on different things.	How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources.	Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things.	money spending saving
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold goes camping	-Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	How to make a clear and efficient call to emergency services if necessary. About things they can do to help look after their environment.	Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	money spending saving
OR 1-5, BS 1, 2, 6 ISH 1, 2, 3, 5, 7	Playing games	-Know the importance of keeping personal information private, when online and only talking to people they know in real life; -Know that they can tell an adult they trust if anything happens that makes them worried.	What money is; forms that money comes in; that money comes from different sources. That people make different choices about how to save and spend money. That money needs to be looked after; different ways of doing this		gamer personal information internet risk
Year 2	Being My Best				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
Wider PSHE curriculum (not covered by DfE statutory requirements)	You can do it!	- Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	How to manage when finding things difficult. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	Explain the stages of the learning line showing an understanding of the learning process; Help themselves and others develop a positive attitude that support their wellbeing; Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.	practice encourage goal achieve challenge
MW3, PHF2, HE1	My day	- Understand and give examples of things they can choose themselves and things that others choose for them; -Explain things that they like and dislike, and understand that they have choices about these things; -Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.	What constitutes a healthy diet (including understanding calories and other nutritional content). About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination.	Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things;	choos choices healthy unhealthy
HP5, HP6	Harold's postcard – helping us to keep clean and healthy	- Explain how germs can be spread; -Describe simple hygiene routines such as hand washing; Understand that vaccinations can help to prevent certain illnesses.	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. The characteristics and mental and physical benefits of an active lifestyle. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Explain how germs can be spread; Describe simple hygiene routines such as hand washing;	vaccination injection disease hygiene germs
HP4	Harold's bathroom	- Describe simple dental hygiene routines.	That all living things have certain characteristics that are essential for keeping them alive and healthy.	Understand that vaccinations can help to prevent certain illnesses.	teeth dental hygiene
PHF1, HE1, HP3	My body needs...	- Recognise that exercise and sleep are important to health.	The basic needs of animals, including humans, for survival (water, food and air).	Explain the importance of good dental hygiene;	oxygen water food exercise rest
Wider PSHE curriculum (not covered by DfE statutory requirements)	What does my body do?	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.		Describe simple dental hygiene routines. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood.	brain heart lungs stomach small intestine large intestine food water
Year 2	Growing and Changing				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF3	A helping hand	- Demonstrate simple ways of giving positive feedback to others.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	genitals penis consent private vulva privacy permission
MW2	Sam moves house	-Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);	change loss feelings emotions frightened nervous
CAB1	Haven't you grown?	- Understand and describe some of the things that people are capable of at these different stages.	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up;	growing food rest sleep care learning change forward looking making choices asking permission
BS2	My Body, your body	- Identify which parts of our body are private -Explain that our genitals help us make babies when we are older -Understand that we mostly have the same body parts but how they look is different from person to person.		Understand that humans mostly have the same body parts but that they can look different from person to person. Explain what privacy means;	unique special penis testicles vulva nipples private parts my body is mine sperm eggs ovaries womb pregnancy
BS2	Respecting privacy	-Explain what privacy means -Know that you are not allowed to touch someone's private belongings without their permission -Give examples of different types of private information.		Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.	genitals peni vulva private privacy consent permission
BFA1, BFA2	Basic first aid	-See link to external resources for further information.			

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
ISH4	As a rule	-Explain why we have rules; -Explore why rules are different for different age groups, in particular for internet-based activities; -Suggest appropriate rules for a range of settings; -Consider the possible consequences of breaking the rules.	Why social media, some computer games and online gaming, for example, are age restricted. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Explain why we have rules; Explore why rules are different for different age groups, in particular for internet-based activities; Suggest appropriate rules for a range of settings;	Rules safety
MW2, MW3, MW4	My special pet	- Explain some of the feelings someone might have when they lose something important to them; -Understand that these feelings are normal and a way of dealing with the situation.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Consider the possible consequences of breaking the rules.	Responsibility care loss feelings
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	- Demonstrate how working together in a collaborative manner can help everyone to achieve success.	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Explain some of the feelings someone might have when they lose something important to them;	Cooperate collaborate
CF1, CF2	Looking after our special people	-Identify people who they have a special relationship with; -Suggest strategies for maintaining a positive relationship with their special people.	About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Understand that these feelings are normal and a way of dealing with the situation. Define and demonstrate cooperation and collaboration;	Friendship falling out making up compromise
CF3, CF4, RR1	How can we solve this problem?	- Rehearse and demonstrate simple strategies for resolving given conflict situations.	How important friendships are in making us feel happy and secure, and how people choose and make friends.	Identify the different skills that people can bring to a group task; Demonstrate how working together in a collaborative manner can help everyone to achieve success.	Conflict of view point
BS1	Dan's dare	- Explain what a dare is; -Understand that no-one has the right to force them to do a dare; -Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations.	Dare persuade feelings
RR1, RR2, RR3	Thunks	- Express opinions and listen to those of others; -Consider others' points of view; -Practice explaining the thinking behind their ideas and opinions.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.	continuum opinions respectful courteous challenging
CF1, CF2, CF4, CF5, RR3	Friends are special	-Identify qualities of friendship; -Suggest reasons why friends sometimes fall out;	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again.	Strategies point of view calm apologise listen making up
Year 3	Valuing Difference				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	- Recognise that there are many different types of family; -Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'	That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' Define the term 'community';	Family adoption fostering same sex couple blended family
MW5	My community	- Define the term 'community'; -Identify the different communities that they belong to; -Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.	Community belonging
RR1, RR3	Respect and challenge	- Reflect on listening skills; -Give examples of respectful language; -Give examples of how to challenge another's viewpoint, respectfully.	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.	Respect cooperation listening skills politeness courtesy manners
RR1	Our friends and neighbours	- Explain that people living in the UK have different origins; -Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; -Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	-Recognise the factors that make people similar to and different from each other; -Recognise that repeated name calling is a form of bullying; -Suggest strategies for dealing with name calling (including talking to a trusted adult).	The conventions of courtesy and manners. Practical steps they can take in a range of different contexts to improve or support respectful relationships. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying;	similarities differentece name calling bullying
RR1, RR2, RR3, RR5, R6, RR7, OR2, MW8, ISH5	Zeb	-Understand and explain some of the reasons why different people are bullied; -Explore why people have prejudiced views and understand what this is.	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.	prejudice disability gender race colour sexuality
Year 3	Keeping Myself Safe				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	-Identify situations which are safe or unsafe; -Identify people who can help if a situation is unsafe;-Suggest strategies for keeping safe.	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe.	trust safe unsafe
BS4	Danger or risk?	-Define the words danger and risk and explain the difference between the two; -Demonstrate strategies for dealing with a risky situation.	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.	Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation.	danger risk feelings strategies consequence
BS2, BS5	The Risk Robot	-Identify risk factors in given situations; -Suggest ways of reducing or managing those risks.	How to recognise and report feelings of being unsafe or feeling bad about any adult.	Identify risk factors in given situations; Suggest ways of reducing or managing those risks.	risk safer
HE3, DAT1	Alcohol and cigarettes: the facts	-Identify some key risks from and effects of cigarettes and alcohol; -Know that most people choose not to smoke cigarettes; (Social Norms message) -Define the word 'drug' and understand that nicotine and alcohol are both drugs.	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Identify some key risks from and effects of cigarettes and alcohol; Know that most people choose not to smoke cigarettes; (Social Norms message) Define the word 'drug' and understand that nicotine and alcohol are both drugs.	Risk drugs cigarettes nicotine alcohol
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	- Evaluate the validity of statements relating to online safety; -Recognise potential risks associated with browsing online; -Give examples of strategies for safe browsing online.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online.	risk browsing phising search engines fake news internet safety
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	- Identify what constitutes personal information and when it is not appropriate or safe to share this; -Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.	How information and data is shared and used online. That for most people the internet is an integral part of life and has many benefits.	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline;	
OR5, BS1, BS6, ISH2,	Raisin Challenge (1)	-Understand where to get help from when making decisions.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Identify what constitutes personal information and when it is not appropriate or safe to share this;	decision risk strategies
HE3, DAT1	Help or harm?	-Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. Understand that medicines are drugs and suggest ways that they can be helpful or harmful.	medicines drugs cigarettes nicotine alcohol
Year 3	Rights & Responsibilities				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
MW5	Our helpful volunteers	- Define what a volunteer is; -Identify people who are volunteers in the school community; -Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Where to get advice e.g. family, school and/or other sources.	Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. Identify key people who are responsible for them to stay safe and healthy;	volunteer wellbeing
BS8	Helping each other to stay safe	- Identify key people who are responsible for them to stay safe and healthy; -Suggest ways they can help these people.	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	Suggest ways they can help these people. Understand the difference between 'fact' and 'opinion';	helper responsible safe healthy
OR4, ISH6	Recount task	- Understand the difference between 'fact' and 'opinion'; -Understand how an event can be perceived from different viewpoints; -Plan, draft and publish a recount using the appropriate language.	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. That environments can change and that this can sometimes pose dangers to living things.	Understand how an event can be perceived from different viewpoints;	fact opinion
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	- Define what is meant by the environment; -Evaluate and explain different methods of looking after the school environment; -Devise methods of promoting their priority method.	That people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' 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.	Plan, draft and publish a recount using the appropriate language. Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.	environment waste
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	- Understand the terms 'income', 'saving' and 'spending'; -Recognise that there are times we can buy items we want and times when we need to save for them; -Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) -Explain that people earn their income through their jobs; -Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).	Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items;	income saving spending
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	-		Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	earning income
Year 3	Being My Best				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
HE1, HE2, HE3	Derek cooks dinner!	- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; -Explain what is meant by the term 'balanced diet'; -Give examples what foods might make up a healthy balanced meal.	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue;	balance diet proteins uscles dairy teeth bones starchy carbohydrate energy fruit&veg healthy
HP5, HP6	Poorly Harold	-Explain how some infectious illnesses are spread from one person to another; -Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; -Suggest medical and non-medical ways of treating an illness.	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness. Develop skills in discussion and debating an issue;	infection cleanliness hygiene rest sleep water medicine drug dose safety instructions
RR1, RR2, RR3	For or against?	- Develop skills in discussion and debating an issue; -Demonstrate their understanding of health and wellbeing issues that are relevant to them;	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different view points; Make recommendations, based on their research.	debate dicussion continuum courteous respectful justify
OR1	I am fantastic!	-Identify their achievements and areas of development; -Recognise that people may say kind things to help us feel good about -Explain why some groups of people are not represented as much on television/in the media. ourselves;	Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. That people sometimes behave differently online, including by pretending to be someone they are not.	Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media.	goals talents skills intelligence
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	- Demonstrate how working together in a collaborative manner can help everyone to achieve success; -Understand and explain how the brain sends and receives messages through the nerves.	About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.	Demonstrate how working together in a collaborative manner can help everyone to achieve success; Understand and explain how the brain sends and receives messages through the nerves.	collaboration cooperation teamwork
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	- Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); -Describe how food, water and air get into the body and blood.		Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); Describe how food, water and air get into the body and blood.	intestine vessels veins arteries lungs liver
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	- Explain some of the different talents and skills that people have and how skills are developed; -Recognise their own skills and those of other children in the class.		Explain some of the different talents and skills that people have and how skills are developed; Recognise their own skills and those of other children in the class.	goal setting talents skills intelligence
Year 3	Growing and Changing				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. 	How important friendships are in making us feel happy and secure, and how people choose and make friends.	<p>Identify different types of relationships; Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>	relationships positive healthy trust caring
BS3, BS7	Body space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. 	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>		<p>personal space body space invade stop respect touch</p>
BS2	Secret or surprise	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>		<p>secret surprise feelings uncomfortable angry upset jealous worried excited scared talk</p>
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; <p>Understand that for girls, periods are a normal part of puberty.</p>	<p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>		<p>egg sperm puberty period ovary fallopian tube uterus lining vagina period tampon breasts genitals testicles womb wet dream penis mammals fertilise birth periods sweat pubic hair fertilise menstruation</p>
BFA1, BFA2	Basic first aid	See link to external resources for further information			<p>first aid risk accident dange hazard kettle safe burn scald accident emergency</p>
Year 4	Me and My Relationships				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF2, CF3, MW3, MW6, MW7	An email from Harold!	- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; -Explain how different words can express the intensity of feelings.state;	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings.	feelings physical effect sad unhappy devastated miserable distressed lonely alone ignored isolated abandoned apologetic regretful
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1)	- Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	positive respect responsibility qualities excluded assertive aggressive negotiate
CF2, CF4, CF5, RR1, RR4, RR5, OR1, OR2, HE3	Ok or not ok? (2)	- Recognise that there are times when they might need to say 'no' to a friend; -Describe appropriate assertive strategies for saying 'no' to a friend.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.	friendly rude aggressive consequence face to face compromise respectful
RR2	Human machines	-Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration.	collaborate teamwork collaborative
MW1, MW2, MW3, MW4	Different feelings	- Identify a wide range of feelings; -Recognise that different people can have different feelings in the same situation; -Explain how feelings can be linked to physical state.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.	feelings physical effects
MW3, MW4	When feelings change	- Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Demonstrate a range of feelings through their facial expressions and body language; Recognise that their feelings might change towards someone or something once they have further information.	facial expressions body language
RR1, RR6, MW8, ISH5	Under pressure	- Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. The importance of self-respect and how this links to their own happiness. That mental wellbeing is a normal part of daily life	Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.	unkind tease bully pressure independent
Year 4	Valuing Difference				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	-Define the terms 'negotiation' and 'compromise'; -Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	negotiation compromise
CF5, RR8, BS1, BS3, BS5, MW4	Islands	- Understand that they have the right to protect their personal body space; -Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;	body space invade
FPC1, FPC2, CF1, CF2, RR1	Friend or acquaintance?	- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	sharing acquaintances
FPC3, CF4, CF5, RR1, RR2, RR3, RR5, RR6, BS1	What would I do?	-List some of the ways that people are different to each other (including differences of race, gender, religion); -Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships.	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.	aggressive apologise
FPC3, CF3, RR1, RR2, RR5	The people we share our world with	- List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. The importance of permission-seeking and giving in relationships with friends, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);	Similarities differences respect
RR7, OR5, ISH2, ISH5, ISH6	That is such a stereotype!	-Understand and identify stereotypes, including those promoted in the media.	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. How to recognise and report feelings of being unsafe or feeling bad about any adult. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That families are important for children growing up because they can give love, security and stability	Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. Understand and identify stereotypes, including those promoted in the media.	
Year 4	Keeping Myself Safe				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2	Danger, risk or hazard?	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; -Identify situations which are either dangerous, risky or hazardous; -Suggest simple strategies for managing risk.	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know How to recognise and report feelings of being unsafe or feeling bad about any adult. What constitutes a healthy diet (including understanding calories and other nutritional content). The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How information and data is shared and used online. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.	danger risk hazard privacy security
OR3, OR5, ISH3, ISH5	Picture Wise	-Identify images that are safe/unsafe to share online; -Know and explain strategies for safe online sharing; -Understand and explain the implications of sharing images online without consent.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. The importance of self-respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent.	dare assertive
CF5, RR4, RR6, OR2, BS1, BS6, MW4	How dare you!	- Define what is meant by the word 'dare'; -Identify from given scenarios which are dares and which are not; -Suggest strategies for managing dares.		Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing;	
DAT1, HP5	Medicines: check the label	- Understand that medicines are drugs; -Explain safety issues for medicine use; -Suggest alternatives to taking a medicine when unwell; -Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).		Understand and explain the implications of sharing images online without consent. Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).	medicine drugs
HE3, DAT1	Know the norms (formerly Tell Mark II)	- Understand some of the key risks and effects of smoking and drinking alcohol; -Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).	How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory). Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk.	choices social norms
CF3, CF5, RR4, RR6, OR3, DAT1	Keeping ourselves safe	- Describe stages of identifying and managing risk; -Suggest people they can ask for help in managing risk.	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.	persevere
OR5, BS1, ISH2, ISH6	Raisin Challenge (2)	- Understand that we can be influenced both positively and negatively;	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		influence consequence
Year 4	Rights and Responsibilities				

	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
BS6, BS7, BS8, PHF4	Who helps us stay healthy and safe?	- Explain how different people in the school and local community help them stay healthy and safe; -Define what is meant by 'being responsible'; -Describe the various responsibilities of those who help them stay healthy and safe; -Suggest ways they can help the people who keep them healthy and safe.	How to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources. How and when to seek support including which adults to speak to in school if they are worried about their health.	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.	Being responsible reliable trustwortht
Wider PSHE curriculum (not covered by DfE statutory requirements)	It's your right	Understand that humans have rights and also responsibilities; -Identify some rights and also responsibilities that come with these.	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The conventions of courtesy and manners.	Understand the reason we have rules; -Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); -Recognise that everyone can make a difference within a democratic process.	Rules democracy
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	Understand the reason we have rules; -Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); -Recognise that everyone can make a difference within a democratic process.	How information and data is shared and used online. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	Recognise that reports in the media can influence the way they think about a topic; -Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	Influence opinion respectful courteous
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	-Define the word influence; -Recognise that reports in the media can influence the way they think about an topic; -Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	Where and how to report concerns and get support with issues online. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	Anti social behaviour witness
RR5, RR6, BS7	Safety in numbers	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; -Recognise that they can play a role in influencing outcomes of situations by their actions.	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Logo quiz	Understand some of the ways that various national and international environmental organisations work to help take care of the environment; -Understand and explain the value of this work.	To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.	Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home;	Income expenditure essential
Wider PSHE curriculum (covered by DfE statutory requirements)	Harold's expenses	Define the terms 'income' and 'expenditure'; -List some of the items and services of xpenditure in the school and in the home; -Prioritise items of expenditure in the home from most essential to least essential.	That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). To recognise that people make spending decisions based on priorities, needs and wants.	Prioritise items of expenditure in the home from most essential to least essential. Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';	Income tax national insurance VAT deductions public service
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; •Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.		Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.	

Year 4		Being My Best			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR1, RR2, RR4	What makes me ME! (formerly Diversity World)	-Identify ways in which everyone is unique; -Appreciate their own uniqueness; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).	Individual unique
CF2, RR1, OR4	Making choices	-Give examples of choices they make for themselves and choices others make for them; -Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); -Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	Choices
PHF1, PHF2, HE1, HE2, HE3, HP3	SCARF Hotel (formerly Diversity World Hotel)	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; -Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell -Guide (formerly Eatwell Plate).	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	Balanced diet wellbeing mental health
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's Seven Rs	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); -Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	Refuse reduce re- use rot recycle repair re-think
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	Define what is meant by the word 'community'; -Suggest ways in which different people support the school community; -Identify qualities and attributes of people who support the school community.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.	Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	Community
BFA1, BFA2	Basic first aid	See link to external resources for further information			

Year 4	Growing and Changing				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
MW2, MW3, MW9	Moving house	<ul style="list-style-type: none"> -Describe some of the changes that happen to people during their lives; -Explain how the Learning Line can be used as a tool to help them manage change more easily; -Suggest people who may be able to help them deal with change. 	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p>	
FPC1, FPC2, FPC4, CF5, RR2, MW3, MW4, CAB1	My feelings are all over the place!	<ul style="list-style-type: none"> - Name some positive and negative feelings; -Suggest reasons why young people sometimes fall out with their parents; -Take part in a role play practising how to compromise. 	<p>Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>	<p>Identify parts of the body that males and females have in common and those that are different;</p>	
BS7, CAB1	All change!	<ul style="list-style-type: none"> -Identify parts of the body that males and females have in common and those that are different; -Know the correct terminology for their genitalia; -Understand and explain why puberty happens. 	<p>That families are important for children growing up because they can give love, security and stability.</p>	<p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p>	
CAB1, CAB2	Period positive	<ul style="list-style-type: none"> -Recognise that babies come from the joining of an egg and sperm; -Explain what happens when an egg doesn't meet a sperm; -Understand that periods are a normal part of puberty for girls; -Identify some of the ways they can cope better with periods. 	<p>The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p> <p>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p>	<p>Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p>	
RR8, BS1, BS2, BS3, BS4, BS5, BS7, MW2, MW3	Secret or surprise?	<ul style="list-style-type: none"> - Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; -Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>	<p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Understand that marriage is a commitment to be entered into freely and not against someone's will;</p>	
FPC3, FPC4, FPC5, CF1, CF2, CF4, CF5, RR1	Together	<ul style="list-style-type: none"> - Recognise that marriage includes same sex and opposite sex partners; -Know the legal age for marriage in England or Scotland; -Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. 	<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in England or Scotland;</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony</p>	

Year 5		Me and My Relationships			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
Wider PSHE curriculum (not covered by DfE statutory requirements)	Collaboration Challenge!	- Explain what collaboration means; -Give examples of how they have worked collaboratively; -Describe the attributes needed to work collaboratively.	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Explain what collaboration means; Give examples of how they have worked collaboratively; Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise;	Collaborate
CF2, CF3	Give and take	- Explain what is meant by the terms negotiation and compromise; -Describe strategies for resolving difficult issues or situations.	How important friendships are in making us feel happy and secure, and how people choose and make friends. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others;	Negotiation compromise conflict resolution
CF1, CF2, CF3, CF4, MW1, MW2, MW3	How good a friend are you?	- Demonstrate how to respond to a wide range of feelings in others; -Give examples of some key qualities of friendship; -Reflect on their own friendship qualities.	That mental wellbeing is a normal part of daily life, in the same way as physical health. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	Give examples of some key qualities of friendship; Reflect on their own friendship qualities.	Insensitive sensitive
CF2, CF3, CF4, CF5, RR3, RR4, RR5	Relationship cake recipe	- Identify what things make a relationship unhealthy; -Identify who they could talk to if they needed help.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours;	Unhealthy relationship verbal abuse physical abuse sexual abuse uncomfortable touching unsafe
CF2, CF3, CF5, RR1	Being assertive	-Identify characteristics of passive, aggressive and assertive behaviours; -Understand and rehearse assertiveness skills.	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance;	Assertive passive aggressive
MW2, MW3, MW4, MW9, MW10	Our emotional needs	-Recognise basic emotional needs, understand that they change according to circumstance; -Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.	The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks. Understand that online communication can be misinterpreted;	Emotions emotional needs
OR2, OR3, MW8	Communication	-Understand that online communication can be misinterpreted; -Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.	Non verbal body language tone of voice face to face

Year 5	Valuing Difference				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR4, RR5	Qualities of friendship	- Define some key qualities of friendship; -Describe ways of making a friendship last; Explain why friendships sometimes end.	How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.	friendship talking listening
RR1, RR2, RR4, RR5	Kind conversations	- Rehearse active listening skills: -Demonstrate respectfulness in responding to others; Respond appropriately to others.	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.		listening skills respect
RR1, RR2, RR3, RR4, RR5, RR6, RR7	Happy being me	- Recognise some of the feelings associated with feeling excluded or 'left out'; -Give examples of ways in which people behave when they discriminate against others who are different from them; Understand the importance of respecting others, even when they are different from themselves.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.		excluded discrimination prejudice
FPC3, CF3, RR1, RR2, RR4, RR5	The land of the Red People	- Identify and describe the different groups that make up their school/wider community/other parts of the UK; -Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What a stereotype is, and how stereotypes can be unfair, negative or destructive. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.		metaphor diverse multicultural society
RR1, RR2, RR6, RR7, OR2, OR3, OR4, OR5,BS1, ISH2, ISH3, ISH5, ISH6	Is it true?	-Understand and explain the difference sex, gender identity, gender expression and sexual orientation.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		sex sexual orientation gender identity gender expression
CF1, CF2, CF3, CF5	It could happen to anyone	-Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way			embarrassed reactions consequences

Year 5	Keeping Myself Safe				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
DAT1	'Thinking' about habits	<ul style="list-style-type: none"> • Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	Explain what a habit is, giving examples; Describe why and how a habit can be hard to change.	habit addiction
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jay's dilemma	<ul style="list-style-type: none"> • Recognise that there are positive and negative risks; • Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs That people sometimes behave differently online, including by pretending to be someone they are not.	Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk.	
RR6, OR1, OR2, OR3, OR5, MW8, ISH5	Spot bullying	<ul style="list-style-type: none"> • Demonstrate strategies to deal with both face-to-face and online bullying; • Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. 	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying.	bullying cyberbullying
CF5, RR2, RR4, RR5, RR8, BS1, BS2	Ella's diary dilemma	<ul style="list-style-type: none"> • Define what is meant by a dare; • Explain why someone might give a dare; 	How information and data is shared and used online. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	Suggest ways of standing up to someone who gives a dare.	dare pressure resist pressue
CF5	Decision Dilemmas	<ul style="list-style-type: none"> • Recognise which situations are risky; • Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. 	Why social media, some computer games and online gaming, for example, are age restricted. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation.	assessing risk pressure influence risk taking
OR1, OR2, OR3, OR4, BS1, BS4, ISH3, ISH5, ISH7	Play, Like, Share	<ul style="list-style-type: none"> • Reflect on what information they share offline and online; • Recognise that people aren't always who they say they are online; Know how to protect personal information online. 	Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;	
DAT1	Drugs: true or false?	<ul style="list-style-type: none"> • Understand some of the complexities of categorising drugs; • Know that all medicines are drugs but not all drugs are medicines; Understand ways in which medicines can be helpful or harmful and used safely or unsafely. 	The importance of permission-seeking and giving in relationships with friends, peers and adults. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Know how to protect personal information online; Recognise disrespectful behaviour online and know how to respond to it.	drugs cigarettes alcohol
ISH6, DAT1,	Smoking: what is normal?	<ul style="list-style-type: none"> • Understand the actual norms around smoking and the reasons for common misperceptions of these. 	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	Understand some of the complexities of categorising drugs; Know that all medicines are drugs but not all drugs are medicines;	norms perception
BS1	Would you risk it?	<ul style="list-style-type: none"> • Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. 	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Understand ways in which medicines can be helpful or harmful and used safely or unsafely. Understand the actual norms around smoking and the reasons for common misperceptions of these.	risk taking assertive

Year 5		Rights and Responsibilities			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
ISH6, PHF2, PHF3, HE1	What's the story?	<ul style="list-style-type: none"> Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. 	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle (including obesity).</p>	<p>Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing;</p> <p>Make recommendations on an issue concerning health and wellbeing.</p> <p>Understand the difference between a fact and an opinion;</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p>	
OR4, ISH6	Fact or opinion?	<p>Define the differences between responsibilities, rights and duties;</p> <p>-Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>What constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Define the differences between responsibilities, rights and duties;</p> <p>Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Rights, responsibilities and duties	<p>- Define the differences between responsibilities, rights and duties;</p> <p>-Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</p>	
MW5	Mo makes a difference	<p>- Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value.</p>	<p>How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>	<p>Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item;</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Spending wisely	<p>-State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product.</p>	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. The reasons for rules and laws; consequences of not adhering to rules and laws.</p>	<p>Suggest questions a consumer should ask before buying a product.</p> <p>Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Lend us a fiver!	<p>- Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance.</p>	<p>That people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.</p> <p>That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). To recognise that people make spending decisions based on priorities, needs and wants.</p>	<p>Explain some of the areas that local councils have responsibility for;</p> <p>Understand that local councillors are elected to represent their local community.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Local councils	<p>- Explain some of the areas that local councils have responsibility for; Understand that local Councillors are elected to represent their local community.</p>			

Year 5	Being My Best				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
DAT1	Getting fit	<ul style="list-style-type: none"> - Know two harmful effects each of smoking/drinking alcohol. - Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. 	<p>About the different groups that make up their community; what living in a community means.</p> <p>To value the different contributions that people and groups make to the community</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p>	<p>Know two harmful effects each of smoking/drinking alcohol.</p> <p>Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	It all adds up!	<ul style="list-style-type: none"> - Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. 	<p>The impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p>	<p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Know the basic functions of the four systems covered and know they are inter-related.</p> <p>Explain the function of at least one internal organ.</p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Different skills	<ul style="list-style-type: none"> - Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. 		<p>Identify their own strengths and talents;</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community	<ul style="list-style-type: none"> - State what is meant by community; - Explain what being part of a school community means to them; Suggest ways of improving the school community. 		<p>State what is meant by community;</p> <p>Explain what being part of a school community means to them;</p> <p>Suggest ways of improving the school community.</p> <p>Identify people who are responsible for helping them stay healthy and safe;</p>	
BS1	Independence and responsibility	<ul style="list-style-type: none"> - Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. 		<p>Identify ways that they can help these people.</p> <p>Describe 'star' qualities of celebrities as portrayed by the media;</p>	
ISH4	Star qualities	<ul style="list-style-type: none"> - Describe 'star' qualities of celebrities as portrayed by the media; - Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have. 		<p>Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life;</p> <p>Describe 'star' qualities that 'ordinary' people have.</p>	
BFA1, BFA2	Basic first aid	See link to external resources for further information			

Year 5	Growing and Changing				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
MW2, MW3, MW4	How are they feeling?	<ul style="list-style-type: none"> -Use a range of words and phrases to describe the intensity of different feelings -Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. 	<p>That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p>	
RR5, BS1, BS3, BS4, BS5, BS7, BS8	Taking notice of our feelings	<ul style="list-style-type: none"> -Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. 	<p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Identify people who can be trusted;</p> <p>Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>	
Wider PSHE curriculum (not covered by DfE statutory requirements)	Dear Hetty	<ul style="list-style-type: none"> - Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like 	<p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p>	<p>Explain how someone might feel when they are separated from someone or something they like;</p> <p>Suggest ways to help someone who is separated from someone or something they like.</p>	
BS7, CAB1	Changing bodies and feelings	<ul style="list-style-type: none"> - Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. 	<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p>	<p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p>	
BS3, CAB1, CAB2	Growing up and changing bodies	<ul style="list-style-type: none"> - Identify some products that they may need during puberty and why; Know what menstruation is and why it happens 	<p>.How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p>	
FPC2, FPC4, RR1, RR2, RR3, RR4, CAB1	Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> -Recognise how our body feels when we're relaxed; -List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you 	<p>Where to get advice e.g. family, school and/or other sources.</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Recognise how our body feels when we're relaxed;</p> <p>List some of the ways our body feels when it is nervous or sad;</p>	
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	<ul style="list-style-type: none"> - Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. 	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p>	
RR1, RR6, RR7	Stop, start stereotypes	<ul style="list-style-type: none"> -Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. 	<p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Give examples of how bullying behaviours can be stopped.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	

Year 6		Me and My Relationships			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
Wider PSHE curriculum	Working together	-Demonstrate a collaborative approach to a task -Describe and implement the skills needed to do this.	<p>Children will know:</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <p>The importance of self-respect and how this links to their own happiness.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p> <p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions</p>	<p>Demonstrate a collaborative approach to a task; Describe and implement the skills needed to do this. Explain what is meant by the terms 'negotiation' and 'compromise';</p> <p>Suggest positive strategies for negotiating and compromising within a collaborative task;</p> <p>Demonstrate positive strategies for negotiating and compromising within a collaborative task. Recognise some of the challenges that arise from friendships;</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.</p> <p>Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree.</p> <p>Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal.</p> <p>Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology.</p>	collaboration teamwork
Wider PSHE curriculum (not covered by DfE statutory requirements)	Let's negotiate	-Explain what is meant by the terms 'negotiation' and 'compromise'; -Suggest positive strategies for negotiating and compromising within a collaborative task; Demonstrate positive strategies for negotiating and compromising within a collaborative task.			negotiation compromise
CF2, CF3, CF4, CF5	Solve the friendship problem	-Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.			balanced friendship respectful assertive
CF5, RR2, RR4, RR5, RR8	Assertiveness Skills	-List some assertive behaviours; -Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.			assertive peer pressure
RR1, RR2, RR4, RR5, RR6, BS6	Behave yourself	-Recognise and empathise with patterns of behaviour in peer-group dynamics; -Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about			assertiveness resolution
FPC2, FPC1, FPC2, CF3, MW1, MW2, MW3, MW4, CAB1	Dan's day	•Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others.			sensitive thoughtful response
FPC3, FPC4, FPC5, FPC6, RR1, RR5, RR8, BS3, BS4, BS5, BS7	Don't force me	• Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree.			marriage civil partnership forced marriage
RR5, RR6, BS1, BS2, BS3, BS4, BS5, BS6, BS7, BS8	Acting Appropriately	• Recognise that some types of physical contact can produce strong negative feelings; •Know that some inappropriate touch is also illegal.			appropriate inappropriate illegal
RR8, OR2, OR3, OR4, OR5, BS1, BS2, BS4, ISH1, SH3, ISH4, ISH5, ISH7	It's a puzzle	•Identify strategies for keeping personal information safe online; •Describe safe and respectful behaviours when using communication technology.			

Year 6	Valuing Difference				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
CF2, RR1, RR6, BS1, MW3	Ok to be different	<ul style="list-style-type: none"> Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. 	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</p>	<p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;</p> <p>Suggest strategies for dealing with bullying, as a bystander;</p>	<p>witness bystander</p> <p>unique positive feedback confidence self esteem</p>
RR1, RR5, RR6, OR2	We have more in common than not	- Demonstrate ways of offering support to someone who has been bullied.	<p>About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p>	<p>Describe positive attributes of their peers. Know that all people are unique but that we have far more in common with each other than what is different about us;</p>	<p>Unique diversity biological sex sexual orientation gender identity</p>
RR1, RR2, RR3, RR5	Respecting differences	-Demonstrate ways of showing respect to others, using verbal and non-verbal communication.	<p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p>Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied .</p>	<p>Point of view cultural norm respect disrespect body language empathy</p>
RR1, RR2, RR5	Tolerance and respect for others	<ul style="list-style-type: none"> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this 	<p>The conventions of courtesy and manners.</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>That families are important for children growing up because they can give love, security and stability.</p>	<p>Demonstrate ways of showing respect to others, using verbal and non-verbal communication. Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK;</p>	<p>Unique identity prejudice respect diversity tolerance</p>
FPC1, FPC4, CF1, CF2, CF3, CF4, CF5, MW6	Advertising friendships!	<ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). 	<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</p> <p>How important friendships are in making us feel happy and secure, and how people choose and make friends.</p>	<p>Describe the benefits of living in a diverse society;</p> <p>Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>	<p>relationships friend acquaintance</p>
RR1, RR2, RR6, RR7, ISH2, ISH6	Boys will be boys? Challenging gender stereotypes	<ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. 	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p>	<p>Explain the difference between a friend and an acquaintance;</p> <p>Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.</p>	<p>stereotype gender sereotype media influence assumption</p>

Year 6	Keeping Myself Safe				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR8, OR2, OR3, OR4, BS1, ISH4, ISH5	Thinking before you click!	-Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; -Understand and describe the ease with which something posted online can spread.	The importance of permission-seeking and giving in relationships with friends, peers and adults. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.	Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;	social media parental consent trolling online safety sharing
OR3, OR5, ISH3	Traffic lights	- Identify strategies for keeping personal information safe online; Describe safe behaviours when using communication technology.	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	Understand and describe the ease with which something posted online can spread. Identify strategies for keeping personal information safe online;	
OR1, OR3, OR5, BS1, BS2, BS3, BS5, BS7, ISH3, ISH5, ISH7	To share or not to share?	- Know that it is illegal to create and share sexual images of children under 18 years old; -Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online.	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Why social media, some computer games and online gaming, for example, are age restricted.	Describe safe behaviours when using communication technology. Know that it is illegal to create and share sexual images of children under 18 years old;	right to privacy sharing online permission illegal sexual images
MW1, MW3, MW4, MW5, MW6, MW7, MW9, MW10, HE3, DAT1	Rat Park	• Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. How information and data is shared and used online.	Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; Understand that all humans have basic emotional needs and explain some of the ways these needs can be met.	habit addiction emotional needs
HE3, DAT1	What sort of drug is..?	- Explain how drugs can be categorised into different groups depending on their medical and legal context; -Demonstrate an understanding that drugs can have both medical and non-medical uses; Explain in simple terms some of the laws that control drugs in this country.	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	Explain how drugs can be categorised into different groups depending on their medical and legal context; Demonstrate an understanding that drugs can have both medical and non-medical uses;	drug legal Illegal medical non-medical
HE3, DAT1	Drugs: it's the law!	- Understand some of the basic laws in relation to drugs; Explain why there are laws relating to drugs in this country.	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	Explain in simple terms some of the laws that control drugs in this country. Understand some of the basic laws in relation to drugs;	drug laws age restrictions possess supply produce illegal penalties
HE3, DAT1	Alcohol: what is normal?	- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these; Describe some of the effects and risks of drinking alcohol.	How to report concerns or abuse, and the vocabulary and confidence needed to do so. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Explain why there are laws relating to drugs in this country. Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;	alcohol short term effects
CF3, CF5, RR1, RR4, MW4, MW6, MW7, HE3	Joe's story (part 1)	- Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; -Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met.	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Describe some of the effects and risks of drinking alcohol. Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour;	physical needs emotional needs
FPC1, CF1, CF2, CF3, CF4, RR5, OR1	Joe's story (part 2)	- Understand that with independence comes responsibility -Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional needs met.	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Suggest positive ways that people can get their emotional need met. Understand and give examples of conflicting emotions	Independence responsibility conflicting emotions

Year 6		Rights and Responsibilities			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
RR7, ISH6	Two sides to every story	- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; -Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it.	What a stereotype is, and how stereotypes can be unfair, negative or destructive. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. The importance of permission-seeking and giving in relationships with friends, peers and adults.	Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report;	biased unbiased fact opinion stereotype
RR8, OR1, MW1, ISH4, ISH6	Fakebook Friends	- Know the legal age (and reason behind these) for having a social media account; -Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.	That people sometimes behave differently online, including by pretending to be someone they are not. That mental wellbeing is a normal part of daily life, in the same way as physical health.	Analyse a report also extract the facts from it. Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves, online; Recognise that people's lives are much more balanced in real life, with positives and negatives.	social media profile Image online safety sharing
Wider PSHE curriculum (not covered by DfE statutory requirements)	What's it worth?	- Explain some benefits of saving money; -Describe the different ways money can be saved, outlining the pros and cons of each method; -Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors; -Explain what is meant by the term interest.	Why social media, some computer games and online gaming, for example, are age restricted. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	Explain some benefits of saving money; Describe the different ways money can be saved, outlining the pros and cons of each method; Recognise that people's lives are much more balanced in real life, with positives and negatives.	saving bank junior ISA interest debit card cash value
Wider PSHE curriculum (not covered by DfE statutory requirements)	Jobs and taxes	- Recognise and explain that different jobs have different levels of pay and the factors that influence this; -Explain the different types of tax (income tax and VAT) which help to fund public services; Evaluate the different public services and compare their value.	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.	Describe the costs that go into producing an item; Suggest sale prices for a variety of items, taking into account a range of factors;	tax income tax (PAYE) VAT public services
MW5	Action stations!	- Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.		Explain what is meant by the term <i>interest</i> . Recognise and explain that different jobs have different levels of pay and the factors that influence this; Explain the different types of tax (income tax and VAT) which help to fund public services;	voluntary group community group pressure values mission statement
Wider PSHE curriculum	Project Pitch (parts 1 & 2)	-That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Continue to develop the skills to exercise these responsibilities		Evaluate the different public services and compare their value.	campaign bid mission stataenmt pitch grant
Wider PSHE curriculum	Happy shoppers	- Explain what is meant by living in an environmentally sustainable way; Suggest actions that could be taken to live in a more environmentally sustainable way.		Explain what we mean by the terms voluntary, community and pressure (action) group; Describe the aim, mission statement, activity and beneficiaries of a chosen voluntary, community or action group.	Composting recycling energy waste materials shop local
Wider PSHE curriculum (not covered by DfE statutory requirements)	Democracy in Britain 1 – Elections	- Why and how rules and laws that protect them and others are made and enforced, -Why different rules are needed in different situations and how to take part in making and changing rules. Begin to understand the way in which democracy in Britain works.		Explain what is meant by living in an environmentally sustainable way;	democracy election manifesto candidate voting policies voting booth ballot slip constituencies
Wider PSHE curriculum	Democracy in Britain – how laws are made	Why and how rules and laws that protect them and others are made and enforced Why different rules are needed in different situations and how to take part in making and changing rules		Suggest actions that could be taken to live in a more environmentally sustainable way.	proposal debate penalties majority House of Commons

Year 6	Being My Best				
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
MW1, MW5, MW6, MW7, ISH2, PHF2, PHF3, PHF4, HP1, HP3, HP4, HP6, BFA1, BFA2	Five Ways to Wellbeing project	-Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.	That mental wellbeing is a normal part of daily life, in the same way as physical health. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	Identify aspirational goals; Describe the actions needed to set and achieve these. Explain what the five ways to wellbeing are; Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.	
Wider PSHE curriculum (not covered by DfE statutory requirements)	This will be your life!	-Identify aspirational goals; Describe the actions needed to set and achieve these.	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.	aspirations goal setting perseverance
Wider PSHE curriculum (not covered by DfE statutory requirements)	Our recommendations	-Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these;	health well-being accurate reliable sources
CF2, CF3, CF5, RR1, RR4, RR6, BS1, BS5, DAT1	What's the risk? (1)	- Identify risk factors in a given situation (involving alcohol); -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	Assess a risk to help keep themselves safe.	assessing risk weigh up dilemma
FPC1, OR1, OR3, BS1, BS2, BS4, ISH6, CAB1	What's the risk? (2)	-Identify risk factors in a given situation; -Understand and explain the outcomes of risk-taking in a given situation, including emotional risks; Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.	The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs The importance of self-respect and how this links to their own happiness. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. That families are important for children growing up because they can give love, security and stability.		assessing risk weighing up choice influence

Year 6		Growing and Changing			
	Learning Objective	Success Criteria	Declarative (sticky) knowledge Children will know:	Procedural (Skills) Children can:	Vocabulary
FPC2, FPC6, MW2, MW4, MW6, MW9	Helpful or unhelpful? Managing change	- Recognise some of the changes they have experienced and their emotional responses to those changes; -Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change.	The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Practical steps they can take in a range of different contexts to improve or support respectful relationships. The importance of self-respect and how this links to their own happiness. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety.	Change support conversation discuss
RR1, RR2, RR4, RR6, OR2, MW3, ISH2, CAB1	I look great!	- Understand that fame can be short-lived; -Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.			Body image self esteem manipulation
RR1, RR4, RR7, OR1, ISH2, ISH5	Media manipulation	- Define what is meant by the term stereotype; -Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; -Challenge stereotypical gender portrayals of people.			Media manipulation stereotype gender stereotype
OR1, OR3, OR4, OR5, OR6, BS3, BS4, BS5	Pressure online	- Understand the risks of sharing images online and how these are hard to control, once shared; -Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.			Peer pressure right to privacy sharing online online safety
RR1, BS7, CAB1, CAB2	Is this normal?	- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; -Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; -Know where someone could get support if they were concerned about their own or another person's safety.			Puberty physical changes emotional changes rights FGM periods modd swings spots voice deepening vulva
BS2, BS4, BS5, BS6, BS7, BS8	Dear Ash	- Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.	The importance of self-respect and how this links to their own happiness. What a stereotype is, and how stereotypes can be unfair, negative or destructive.	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Identify the changes that happen through puberty to allow sexual reproduction to occur;	
FPC3, FPC4, BS3, BS6, BS7, BS8, CAB1, CAB2	Making babies	- Identify the changes that happen through puberty to allow sexual reproduction to occur; -Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.	That people sometimes behave differently online, including by pretending to be someone they are not. .About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.	Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means. Explain how HIV affects the body's immune system; Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV.	Egg ovaries sperm testicles puberty vagina penis orgasm embryo womb sexual intercourse consensual condom adoption
HP5	What is HIV?	- Explain how HIV affects the body's immune system;- Understand that HIV is difficult to transmit; Know how a person can protect themselves from HIV	That people sometimes behave differently online, including by pretending to be someone they are not.		HIV infection immune system virus transmission

