

Ambergate Primary School PSHE MATTERS

Class 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Healthy EYFS	Bullying Matters EYFS	Exploring Emotion EYFS	Relationships EYFS	Being Responsible EYFS	Difference and Diversity EYFS
Precise Knowledge	Knowledge and Understanding (children will know) To tell adults when hungry or tired or when they want to rest or play. The effects of activity on their bodies. That equipment and tools have to be used safely. How to wash their hands. What a healthy range of food is. The need for variety in food. Good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Skills (children will be able to) Pay attention to their teacher and follow multi-step instructions. Develop skills to understand how to stay healthy and achieve a good level of self-care. Manage their own basic hygiene and personal needs, including dressing and going to the toilet. Demonstrate how to wash their own hands. Attend to toileting needs most of the time themselves.	Knowledge and Understanding (children will know) What they have learnt about social interactions from their relationships with close adults, in their play and relationships with others How to understand different points of view and to challenge their own and others' thinking Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours How to take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by support Know how to seek the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations How to seek adult support and able to articulate their wants and needs Skills (children will be able to) Establish reciprocal friendships.	Knowledge and Understanding (children will know) Their own and other people's feelings, offering empathy and comfort About their own and others' feelings and behaviour and its consequences How to repair a relationship or situation where they have caused upset and understands how their actions impact other people How to manage their feelings and tolerate situations in which their wishes cannot be met How to seek support, "emotional refuelling" and practical help in new or challenging situations. The behavioural expectations and sensitive to ideas of justice and fairness Ways to manage conflict, for example through holding back, sharing, negotiation and compromise Skills (children will be able to)	Knowledge and Understanding (Children will know) What they have learnt about social interactions from their relationships with close adults, in their play and relationships with others How to develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking How to cooperate as they are more able to understand other people's needs, wants and behaviours How to take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support How to seek familiar adult to recharge and gain emotional support and practical help in difficult situations How to seek adult support and able to articulate their wants and needs	Knowledge and Understanding (children will know) How to transport and store equipment safely Some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience How to in speak to others about their own needs, wants, interests and opinions in familiar group Their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms Skills (children will be able to) Respond appropriately to others. Pay attention to their teacher and follow multi-step instructions Show resilience by engaging and listening. ELG - Children at the expected level of development will: - Explain the reasons for	Knowledge and Understanding (children will know) Differences of gender, ethnicity and ability That they have similarities and differences that connect them to, and distinguish them from, others Similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Different occupations and ways of life indoors and outdoors Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions Skills (children will be able to) Respond appropriately to others. Respect others and appreciate differences Establish reciprocal friendships

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	Demonstrate how to brush their teeth. ELG: - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Key Vocabulary hungry, healthy, tired, face, skin, hair, body, sponge, towel, hands, washing, brushing teeth	Develop a feeling of understanding for others. Form positive attachments and friendships. ELG - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. Key Vocabulary falling out, making up, listening, argument, happy, sad, worried, angry, apologise, fair, unfair, lonely, calm, taking turns, rules, school, community, classroom, rights, bullying	Respond appropriately to others. Establish reciprocal friendships. Develop a feeling of understanding for others ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Key Vocabulary feelings, falling out, making up, listening, argument, happy, sad, worried, angry, apologise, fair, unfair, lonely, calm, helping, sharing, like, dislike, play, people	Skills (children will be able to) Establish reciprocal friendships. Develop a feeling of understanding for others. Form positive attachments and friendships. ELG - Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. Key Vocabulary mum, dad, sister, brother, friend, grandparents, auntie, uncle, sharing, bullying, family, jobs, relationship	rules, know right from wrong and try to behave accordingly Key Vocabulary rest, play, safety, risk, good/bad choice, school rules.	ELG: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Key Vocabulary boy, girl, family, different, same, face, skin, hair, same, special, home, kind, caring
	Drug Education EYFS	Being Me EYFS	Changes EYFS	Growing Up EYFS	Money Matters EYFS	Being Safe EYFS
Precise Knowledge	Knowledge and Understanding (children will know) Danger and seeks the support and comfort of significant adults To take practical action to reduce risk, showing their understanding that equipment and tools can be used safely The need for safety when tackling new challenges, and considers and manages some risks by taking independent	Knowledge and Understanding (children will know) That they belong to different communities and social groups and communicates freely about own home and community Their relationships to particular social groups and sensitive to prejudice and discrimination How to speak to others about their own needs, wants,	Knowledge and Understanding (children will know) How to talk about why things happen and how things work. How to adapt behaviour to different events, social situations and changes in routine. Similarities, differences, patterns and change. To adapt and problem solve in different situations	Knowledge and Understanding (Children will know) How to ask adults for help. What growth and changes mean. How to care and show concern for living things. To accept the needs of others and can take turns and share resources, sometimes with support from others.	Knowledge and Understanding (children will know) How to extend and elaborating play ideas, e.g. building up a shop role play activity with other children. How to talk to other children when playing, and will communicate freely about uses of money in own home and community	Knowledge and Understanding (children will know) How to ask adults for help. How they are feeling. How to speak to others about own needs, wants, interests and opinions. Boundaries set Behavioural expectations Skills (children will be able to) Experiment with different ways of moving, testing out

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	action or by giving a verbal warning to others Skills (children will be able to) Practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience ELG: Explain the reasons for rules, know right from wrong and try to behave accordingly Key Vocabulary good/bad choice, rules, safe, not safe	interests and opinions in familiar group How to describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms What they want to do in their play and how they want to go about it Skills (children will be able to) Show confidence in choosing resources and perseverance in carrying out a chosen activity Show resilience by engaging and listening Pay attention to their teacher and follow multi-step instructions Develop a feeling of understanding for others Show resilience by engaging and listening. ELG: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Key Vocabulary like, don't like mum, dad, sister, brother, grandparents, auntie, uncle, sharing, family, jobs, relationship	Skills (children will be able to) Closely observe similarities, differences, patterns and change in nature Discuss similarities and differences in relation to places, objects, materials and living things Demonstrates how to be cooperative as they are more able to understand other people's needs, wants and behaviours ELG - Understand some important processes and changes Key Vocabulary grow, young, old, change, taking turns	How to speak to others about own needs, wants, interests and opinions. Similarities, differences, patterns and change. That their own actions affect other people Skills (children will be able to) Talk about past and present events in their own life and in the lives of family members Make observations of animals and plants and explains why some things occur, and talk about changes ELG - Talk about the lives of the people around them and their roles in society; Show sensitivity to their own and to others' needs. Key Vocabulary grow, young, old, change	Numbers from 0 to 10 (and beyond) and back from 10 to 0 Skills (children will be able to) Initiate conversations Listen to what others say. Speak to others about own needs, wants, interests and opinions. Recite numbers from 0 to 10 (and beyond) and back from 10 to 0 Show confidence at putting numerals in order 0 to 10 (ordinality) ELG: Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Key Vocabulary money, notes, coins, bank, spending, shopping, saving, selling, shops	ideas and adapting movements to reduce risk Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly Key Vocabulary safe/unsafe, rules
	Being Healthy KS1	Bullying Matters KS1	Exploring Emotion KS1	Relationships KS1	Being Responsible KS1	Difference and Diversity KS1
Precise Knowledge	Knowledge and Understanding (children will know)	Knowledge and Understanding (children will know)	Knowledge and Understanding (children will know) Different feelings.	Knowledge and Understanding (children will know)	Knowledge and Understanding (children will know)	Knowledge and Understanding (children will know)

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Different ways to keep healthy. Foods that support good health; the risks of eating too much sugar. How physical activity helps us to stay healthy. Why sleep is important and different ways to rest and relax. Simple hygiene routines that can stop germs from spreading. What good dental care is; food and drink that supports dental health. Different ways of keeping safe in the sun to reduce skin damage. The importance of knowing when to take a break online/offline. Skills (children will be able to) Demonstrate how to brush teeth. Explain what good dental care is understanding the foods/drinks that support it. Demonstrate simple hygiene routines that stop germs from spreading. Explore what 'being healthy' means and why it is important. Understand that food is necessary to keep our bodies healthy. Identify that food choices can vary for families/cultures. Name/describe different physical	Simple strategies to resolve arguments between friends positively. How to ask for help if a friendship is making them feel unhappy. That bodies/feelings can be hurt by words and actions. How people may feel if they experience hurtful behaviour or bullying. That hurtful behaviour is not acceptable. How to report bullying and the importance of telling a trusted adult. What to do if they feel worried. Kind and unkind behaviour. How to treat themselves and others with respect. Skills (children will be able to) Playing, listening and working cooperatively. Explore what is bullying and what is not. Recognise kind and unkind behaviour in themselves and others. Identify that bodies and feelings can be hurt by words and actions. Understand that hurtful behaviour is not acceptable. Explore simple strategies to resolve arguments between friends. Understand how to report bullying and who they can talk to Key Vocabulary	How to recognise different feelings. That feelings can affect the way we think, feel and behave. About how to recognise what others might be feeling. That not everyone feels the same about the same things. A range of words to describe feelings. About things that help people's mental/physical health. Ways to manage big feelings. When they need help and understand how to ask for help Skills (children will be able to) Name a range of words to describe feelings. Understand that all feelings are ok. Understand that feelings can affect how our bodies feel and behave. Explore how to recognise different feelings. Talk about how we recognise what others might be feeling. Understand that not everyone feels the same about the same things. Talk about ways to manage big and uncomfortable feelings. Key vocabulary	The roles different people play in their lives. That it is important to tell someone if something about their family makes them unhappy or worried. How people make friends and explain what makes a good friendship. When they or someone else feels lonely and what to do that may help. Basic techniques for resisting pressure to do something they don't want to do. How the internet and devices can be used safely to communicate with others. How to recognise what others might be feeling. That not everyone feels the same about the same things. Skills (children will be able to) Explain what makes a good friend/ friendship. Talk about some ways to make friends. Explain basic techniques for resisting pressure. Recognise kind and unkind behaviour. Name the special people in their lives. Resolve conflict in simple ways e.g. choosing to share, take turns, etc. Tell someone if you are worried about something in a relationship/family.	what rules are and why different rules are needed for different situations. That people and other living things have different needs and understand the responsibilities of caring for them. Things they can do to help look after their environment. The different roles/responsibilities people have. Things that matter to them. Skills (children will be able to) Understand what a rule is and that we follow rules to help each other. Understand that rules need be fair. Give examples of rules from different situations. Identify simple responsibilities they have. Describe some simple ways to manage waste. Recognise that people have different needs. Describe some ways to care for people, animals and other living things. Key Vocabulary Kind, unkind, behaviour, actions,	Ways they are the same as, and different to, other people. That everyone has different strengths. The strengths/interests someone might need to do different jobs. the people who love and care for us. That there are different types of families. Common features of family life. How to treat themselves and others with respect. The ways in which they are the same/different to others. What makes them special. The ways in which we are all unique Skills (children will be able to) Recognise ways they are the same as and different to others. Talk about some ways that they are special Express their thought and opinions and recognise that others can be different. Talk about some ways to treat themselves and others with kindness. Know what it means if something is fair or unfair Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class Key Vocabulary
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	activities and identify ones they enjoy. Explain how physical activity can help us to stay healthy. Understand that sleep and relaxation are important for growing and keeping healthy. Talk about healthy ways to feel good, calm down or change their mood. Understand what it means to take a break and how this is important for our health. Begin to recognise different ways of staying healthy in the sun. Key Vocabulary healthy, unhealthy, washing, physical activity, play, sun safety, personal hygiene, , restrictions, safe, healthy, unhealthy, exercise Well-being, diet, sleep, body	Kind, unkind, friends, arguments, fall outs, bullying, hurtful	worried, excited, nervous, angry, same, different, emotion, loss, challenge, different kind, unkind, behaviour, respect, rules, polite, sharing, solution, choices,	Key Vocabulary hurt, feelings, uncomfortable, ask, happy, loved, healthy/ unhealthy, kindness, friendship, secrets, compliment, conflict taking turns, point of view, problem- solving, surprises, teasing, bullying, relationships, family, feelings, private, safe/unsafe, permission	feelings, respect, polite, share, turn taking, needs, wants, rules, rights, responsibility, choice, consequence money, employed, wants, needs ambition, attitude, perseverance, future	Kind, unkind, behaviour, actions, feelings, respect, special, polite, share, turn taking, different, similar, neighbourhood, community, multicultural beliefs
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Class 2						
Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Drug Education KS1	Bullying Matters LKS2	Changes KS1	Relationships LKS2	Money matters KS1	Difference and Diversity LKS2
Precise Knowledge	Knowledge and Understanding (children will know) Different ways to keep healthy.	Knowledge and Understanding (children will know) The importance of seeking support if feeling lonely or excluded.	Knowledge and Understanding (children will know) That feelings can affect the way we think, feel and behave.	Knowledge (children will know) That there are different types of relationships. The different ways people care for each other.	Knowledge and Understanding (children will know) What money is. That people make different choices about	Knowledge and Understanding (children will know) The importance of self-respect and how to respect others.

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Simple hygiene routines that can stop germs from spreading. How medicines can help people to stay healthy. Name different feelings. About rules and age restrictions that keep us safe. That household products (including medicines) can be harmful if not used correctly. About the people whose job it is to help keep us safe. That things that people put into their body or on their skin can affect how people feel Skills (children will be able to) Explore the role of medicines (use when we are ill/ prevent illness/ manage a condition.) Understand that household products, including medicines, can be harmful if not used properly. Explore that medicines come in different forms and are used in different ways. Understand that things that people put into their body or on their skin can affect how they feel. Talk about some simple rules for staying safe around medicines and other household substances/products. Identify people that they can go to if they are ill, worried or to help them/others to stay healthy Ask for help if they are worried about something and	Positive strategies that may help to resolve disputes in friendships. If a friendship (online or offline) is making them feel unsafe or uncomfortable. The impact of bullying and the consequences of hurtful behaviour. Strategies to respond to hurtful behaviour. What discrimination means and how to challenge it. That our own behaviour can affect other people Skills (children will be able to) Describe different types of bullying including the role of a bystander. Recognise that our behaviour can affect others. Identify how the body may react to unhappy or uncomfortable feelings. Explain the consequences of hurtful/bullying behaviour and understand neither are acceptable. Explain positive strategies they can use if subject to bullying or hurtful behaviour on or offline. Recognise the importance of seeking support and identify how they might do this Key Vocabulary Bullying, disputes, impact, consequences, support, strategies, online ,sources, reliability	Ways of sharing feelings. Ways to manage big feelings. When we need help and understand how to ask for help. Feelings associated with change/loss. How to manage when we find things difficult. How people's needs change as they grow from young to old. Positive ways of preparing to move to a new class/year group. Skills (children will be able to) Identify examples of loss and change. Begin to recognise that loss and change can affect the way we think, feel and behave. Understand that changes can produce big feelings. Identify feelings associated with loss and change. Recognise some simple ways to prepare for change/transition. Identify different things that may help to manage big feelings. Know that it is important to talk to someone if you are worried. Key Vocabulary human life cycle, needs, body parts, opportunities, grow up, goals,	That there are different family structures. The characteristics of healthy family life. Strategies to build positive friendships and how friendship can support wellbeing. What constitutes a positive healthy friendship. The difference between healthy/ unhealthy friendships. The benefits of having different types of friends. The risks associated with keeping a secret. Skills (children will be able to) Identify what makes a positive healthy or unhealthy friendship. Identifying strategies to build friendships. Understand the difference between persuasion, influence and pressure. Explain how kindness can support wellbeing Recognise there are different types of relationships. Explain what can cause arguments with friends and describe some ways to resolve them. Recognise the importance of asking for help if we feel worried, lonely or excluded. Recognise that there are different types of family structures. Explain what it means to be part of a family. Key Vocabulary Respectful, self-respect, courtesy, Personal boundaries, impact, privacy, family, persuasion, influence, pressure, healthy relationship, unhealthy relationships	how to save/spend money. The difference between needs and wants. How money can be looked after. That everyone has different strengths. That jobs help people to earn money to pay for things. The different jobs that people do. The strengths/interests someone might need to do different jobs. Skills (children will be able to) Explain what money is and its different forms. Describe some ways money can be looked after. Recognise that people make different choices about how to spend/save money. Talk about some things we all need and some things we want but don't need. Know that everyone has different strengths and talents, in and out of school. Name some different jobs that people do. Key Vocabulary strength, interest, jobs, community, different jobs, (examples of different	The differences and similarities between people. How to respect other people's points of view/constructively challenging those they disagree with. How to challenge stereotypes. Behaviours/actions which discriminate against others. What contributes to who we are. Their individuality and personal qualities. Skills (children will be able to) Discuss a range of the similarities/ differences between people. Explore what contributes to who we are. Listen actively to others' views and explore how they are the similar or different to their own. Recognise the importance of self-respect and demonstrate ways to respect others. Recognise and challenge stereotypes. Explain the concept of being equal. Key Vocabulary responsibility, consequences, human rights, respectful, self-respect, courtesy, equal, discriminate, stereotypes
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	know who to contact in an emergency (999 etc) Key Vocabulary Emergency, safe, responsible. Rules, unsafe, medicines, drugs, hazards, danger, toddlers, germs, tummy bug gum disease, healthy, exercise, dentist, cavities, activity, tummy bug				jobs e.g. teacher, doctor, fireman, bus driver, etc)	
Cycle A	Being Healthy LKS2	Being Me KS1	Exploring Emotion LKS2	Growing up KS1	Being Responsible LKS2	Being Safe KS1
Precise Knowledge	Knowledge and Understanding (Children will know) What affects their physical/ mental health. What a balanced, healthy lifestyle means. What might influence our choices. That habits can have both positive/negative effects on a healthy lifestyle. What constitutes a healthy diet. The importance of being physically active. Routines that support good quality sleep. Hygiene routines that can limit the spread of infection. How to maintain good mouth hygiene. The benefits/risks of sun exposure. Strategies for managing/balancing time online/offline. Behaviours that support good mental health. Skills	Knowledge and Understanding (children will know) The different groups they belong to. That everyone has different strengths. The ways in which they are the same and different to others. What makes them special. The ways in which we are all unique. What they are good at, what they like and dislike Skills (children will be able to) Recognise and share facts about themselves. Identify their likes and dislikes and what they are good at. Talk about some ways that they are special. Recognise how friends can have both similarities and differences.	Knowledge and Understanding (children will know) The importance of taking care of mental health. Strategies and behaviours that support mental health. Feelings can change over time and range in intensity. The everyday things that affect feelings and the importance of expressing how we feel. Varied vocabulary when talking about feelings and how we can express feelings in different ways. Strategies that they could use to respond to feelings. How to seek support for themselves and others. Strategies for dealing with emotions. Skills (children will be able to)	Knowledge and Understanding (children will know) Simple hygiene routines that can stop germs from spreading. Feelings associated with change/loss. What makes them special. About the ways in which we are all unique. The main parts of the body including external genitalia. How people's needs change as they grow from young to old. The importance of respecting privacy. How to respond if physical contact makes them feel uncomfortable/unsafe. That there are situations when they should ask for permission. The importance of not keeping adults' secrets. What to do if they feel unsafe/worried for themselves or others. The	Knowledge and Understanding (children will know) Reasons for rules and laws; consequences of not adhering to rules and laws. There are human rights, that are there to protect everyone. The relationship between rights and responsibilities. The importance of having compassion towards others. How to show care/concern. Ways of protecting the environment in school and at home. How everyday choices can affect the environment. Skills (children will be able to) Explain why rules and laws are important. Explore the consequences of not	Knowledge and Understanding (children will know) About rules and age restrictions that keep us safe. Risk and what action to take to minimise harm. How to keep safe at home. Ways to keep safe in familiar/ unfamiliar environments. About the people whose job it is to help keep us safe Basic rules to keep safe online. What to do if there is an accident and someone is hurt. How to get help in an emergency. About the role of the internet in everyday life. That not all information online is true. How to respond safely to people online/offline. Skills (children will be able to)

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(children will be able to) Explain what a healthy lifestyle is and why it is important. Understand what a healthy, balanced diet may include. Understand what an informed choice is. Identify opportunities for physical activity within their everyday lives. Describe some consequences of being physically inactive, on the mind and body. Identify routines that support good quality sleep. Explore strategies and behaviours that support mental health. Explain what good dental health means, including how to brush and floss. Identify the effects of different foods/ drinks on the teeth. identify the everyday hygiene routines that can limit the spread of infection. Identify the benefits/risks of sun exposure. Describe how the five ways to wellbeing can be used as a tool to help keep a healthy balance Make their own choices about food Key Vocabulary Health choices, feelings, informed decisions, healthy lifestyle, healthy diet, exercise benefits	Show some simple ways to respect and celebrate other's differences Name some groups that they belong to. Talk about how being part of a group makes them feel. Key Vocabulary excited proud, special, different, dilemma, responsibility, challenge, unhelpful, helpful, Unique, perseverance, mistakes, mind, rest	Use a wider vocabulary to describe how they feel. Describe feelings that can be comfortable/uncomfortable. Recognise that feelings can differ in intensity Explore how everyday things can affect how we think, feel and behave. Describe what supports good mental/physical health. Identify that not everyone feels the same about the same things. Identify strategies that they could use to respond to feelings, including intense or uncomfortable feelings. Understand the importance of not bottling up how you are feeling. Understand the importance of asking for help if feelings become too uncomfortable. Explain how they can access help. Key Vocabulary Respectful, self-respect, courtesy, uncomfortable, feelings, physical and mental health, joy, sadness, happiness, fear, nervous	ways in which they are the same/different to others. Skills (children will be able to) Name the main parts of the body including vagina and penis. Recognise the difference between male and female body parts. Understand the human life cycle and that people grow from young to old. Describe ways that people's needs and bodies change as they grow. Talk about some ways to keep clean. Understand that babies grow in the mothers' body and have particular needs when they are born. Recognise what makes them special and unique. Understand that some parts of the body are private. Identify different types of touch and how they make people feel. Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help. Key Vocabulary human life cycle, needs, body parts, vagina, penis, opportunities, grow up,	having rules and laws or of breaking them. Describe some basic human rights. Understand that rights come with responsibilities. Describe what climate change is and some ways we can all help to reduce the effects. Explore what is meant by a community and the differences between needs and wants within a community. Explore and identify the welfare needs of animals and humans. Recognise positive things about themselves and their achievements. Identify some of the skills that may help them in their future careers. Key Vocabulary Respectful, self-respect, courtesy, responsibilities, rights, climate change	Explore basic rules for keeping safe online e.g. not to share information, whom to tell if they see something online that is upsetting, the importance of passwords and the importance of adult supervision. Talk about examples of rules and age restrictions that are there to keep them safe. Identify possible risks/hazards in the home and outside. Explore how to keep safe and reduce risks at home and in their local environment. Recognises what to do if there is an accident and someone gets hurt. Know to keep themselves safe first. Demonstrate how to ask for help including calling 999. Key Vocabulary internet access, purpose, value, content, online, e-safety, information, risks, electrical, household products, accident, emergency, protect, rules, stranger danger, road safety, getting help, danger, zebra crossing, pedestrian crossing, trusted adult
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Class 3						
Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle B	Drug Education LKS2	Being Me UKS2	Changes LKS2	Growing up LKS2 Yr 4 Yearly	Money matters LKS2	Being Safe UKS2
Precise Knowledge	Knowledge and understanding (children will know) That habits can have both positive/negative effects on a healthy lifestyle. How medicines, when used responsibly, contribute to health. How to predict, assess and manage risk. What hazards may cause harm or risk and what they can do to reduce risks/keep safe. The importance of taking medicines correctly and using household products safely Strategies for keeping safe. How to respond and react in an emergency situation. About the risks and effects of legal drugs common to everyday life.	Knowledge and Understanding (children will know) The different groups that make up their community. The different contributions that people/groups make to the community. What diversity means; the benefits of living in a diverse community; and how we value diversity within our communities. Behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. Positive things about themselves/achievements and can set goals. What contributes to who we are. That our own behaviour can affect other people. What respect is	Knowledge and Understanding (children will know) That feelings can change over time, and range in intensity. The everyday things that affect feelings, and the importance of expressing how we feel. Vocabulary when talking about feelings. The signs when someone may be struggling and understand how to seek support. That change and loss, can affect feelings, thoughts and behaviours. Strategies for dealing with emotions, challenges and change. Strategies to manage transitions between classes and key stages.	Knowledge and Understanding (children will know) That everyday hygiene routines can limit the spread of infection. What contributes to who we are. Their individuality and personal qualities. Personal strengths, skills, achievements and interests. The external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. The physical and emotional changes that happen when approaching/during puberty. The importance of keeping clean and how to maintain	Knowledge and Understanding (children will know) The different ways to pay for things That people's attitudes towards saving/spending is different That people's spending decisions can affect others and the environment. That people make spending decisions based on needs and wants. Different ways of keeping track of money. The ways that money can impact on people's feelings. Some of the skills that may help them in their future careers.	Knowledge and Understanding (children will be able to) How to predict, assess and manage risk in different situations. What hazards may cause harm, injury or risk in the home and what they can do reduce risks and keep safe. Strategies for keeping safe in the local environment or unfamiliar places. Strategies for keeping safe online. Basic techniques for dealing with common injuries. How to respond/react in an emergency situation. On-line risks, harmful content/ behaviours and how to report concerns. Ways in which technology can be used positively and negativity and identifying ways to stay safe.

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	Skills (children will be able to) Describe the different purposes that medicines have. Explain the importance of taking medicines correctly and using household products safely Describe risk in relation to the use of medicines/household products, and suggest what action to take to help prevent or minimise harm. Explore the possible risks and consequences of using/misusing legal drugs/ household products in everyday situations. Identify a circle of support and how to ask for help. Key Vocabulary Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use	The differences and similarities between people. Skills (children will be able to) Identify a range of factors that what contributes to our identity. Express their talents and strengths with confidence. Set goals for how they would like to develop them. Explain ways in which they respect and value other people's differences Respect the differences and similarities between people. Reflect on how discrimination and our own behaviour can affect others. Explain some of the benefits of communities. Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. Explore how shared events and experiences can create a stronger community. Key Vocabulary Identity, equality, discrimination, lifestyle, diversity, trolling, harassment, selfrespect, constructive challenge, conflict, personal behaviour, debate, topical	Skills (children will be able to) Recognise that loss/change are a normal part of life. Describe how change and loss, can affect feelings, thoughts and behaviours. Recognise that feelings associated with loss/change can change over time and range in intensity. Use a varied vocabulary when talking about feelings associated with loss and change. Identify self-help strategies and the importance of support when preparing for change/transitions. Describe everyday things that affect feelings and understand the importance of expressing feelings. Develop some ways of responding to others and showing support if they are affected by loss/change. Know why it is important to talk about our feelings and not bottle them up. Know who to talk to if you are worried or have strong feelings. Key Vocabulary physical changes, personal identify, individuality, personal	personal hygiene. The human life cycle. Privacy and personal boundaries. What seeking and giving permission (consent) means. Where to get advice or report concerns if worried. About stereotypes. Skills (children will be able to) Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries. Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm. Explore physical and emotional changes that happen during puberty. Explain how daily hygiene helps to reduce the spread of infection. Explain how adults care for a baby during and after pregnancy. Recognise that individuality and personal qualities contributes to who we are. Key Vocabulary Physical changes, puberty, gender identity, biological sex, intensity, genitalia, conception, sexual intercourse, intimate relationship,	Skills (children will be able to) Explain some different ways to pay for things. Explain some different ways to keep track of money. Identify that people have different attitudes towards saving/spending Recognise that people make spending decisions based on needs, wants and priorities. Identify the ways that money can impact on people's feelings. Recognise that people's spending decisions can affect others and the environment. Key Vocabulary Skills, job stereotypes, personal goals, aspirations, career, teamwork, spending, saving	Skills (children will be able to) Identify strategies for keeping safe online including how to report the misuse of personal information or sharing of upsetting content/images, the importance of personal responsibility, balancing time online/offline. Explain reasons for age restrictions/ regulations. Predict, assess and manage risks online and offline. (Including road and water safety). Explore how the pressure/excitement in the moment can affect how we manage risk. Identify hazards that may cause injury. Demonstrate basic first aid techniques for dealing with common injuries such as bleeding and choking. Explain how to respond in an emergency, including when and how to contact different emergency services. Key Vocabulary Healthy and unhealthy friendship, shared responsibility, risk assessment, personal safety, consent, hazards, manipulated, altered, fake, restrictions, regulations, compliance,
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			quality, emotional wellbeing, loss, change	reproduction, contraception		commercial purpose, misinformation
Cycle C	Being Healthy UKS2	Difference and Diversity UKS2	Exploring Emotion UKS2	Relationships UKS2 Y5 yearly	Being Responsible UKS2	Bullying Matters UKS2
Precise Knowledge	Knowledge and Understanding (children will know) What affects their physical and mental health. What a balanced, healthy lifestyle means. What influences our choices to have a balanced lifestyle. That habits can have both positive/negative effects on a healthy lifestyle. The early signs of physical illness. A balanced/unbalanced diet and the effects. The opportunities/risks associated with an active/inactive lifestyle. Routines that support good quality sleep; the effects of lack of sleep. The importance of personal hygiene and how to maintain it. Good oral hygiene; the impact of lifestyle choices on dental care. How to keep safe from sun damage and reduce the risk of skin cancer. The strategies for managing/ balancing time online/offline. How and when to seek support if they are worried about their health. Strategies and behaviours that support mental health.	Knowledge and Understanding (children will know) Strategies to respond to hurtful behaviours. What discrimination means and how to challenge it. That our own behaviour can affect other people. How to respect others. The differences/ similarities between people. The importance of having compassion towards others. what diversity means; the benefits of living in a diverse community. What prejudice is. How to make safe, reliable choices from search results. What contributes to who we are. That for some people gender identity does not correspond with their biological sex. Their individuality and personal qualities. Personal strengths, skills, achievements and interests. Skills (children will be able to) Reflect on diversity and what it means; the benefits of living in a diverse community.	Knowledge and Understanding (children will know) The everyday things that affect feelings and the importance of expressing how we feel. A varied vocabulary when talking about feelings and how we can express feelings in different ways. Strategies that they could use to respond to feelings. When someone may be struggling with their mental health and understand how to seek support for themselves and others. That anyone can experience mental ill health. Strategies for dealing with emotions, challenges and change. How to reframe unhelpful thinking Skills (children will be able to) Use a varied vocabulary when talking about feelings. Understand that sometimes we can have conflicting feelings.	Knowledge and Understanding (children will know) That there are different types of relationships. What marriage and civil partnership means. That forced marriage is a crime. Different types of loving, caring and committed relationships. The difference between healthy/ unhealthy relationships. That there are different family structures. The characteristics of healthy family life. How to seek advice if family relationships make them unhappy. Strategies to build positive friendships and how friendship can support wellbeing. What constitutes a positive healthy friendship. The difference between healthy/ unhealthy friendships. How friendships can change and the benefits of having different types of friends. Skills (children will be able to)	Knowledge and Understanding (children will know) Reasons for rules and laws; consequences of not adhering to rules and laws. There are human rights, that are there to protect everyone. The relationship between rights and responsibilities. The importance of having compassion towards others. How to show care/concern. Ways of protecting the environment in school and at home and understanding how everyday choices can affect the environment. Skills (children will be able to) Explore how law protects our rights and how to respond respectfully if something is not within the law. Recognise that human rights are there to protect everyone. Understand the relationship between rights and	Knowledge and Understanding (children will know) The importance of seeking support if feeling lonely or excluded. Positive strategies that may help to resolve disputes in friendships. If a friendship (online or offline) is making them feel unsafe or uncomfortable. The impact of bullying and the consequences of hurtful behaviour. Strategies to respond to hurtful behaviour. What discrimination means and how to challenge it. Strategies to respond to unwanted touch. That our own behaviour can affect other people. Skills (children will be able to) Explain what direct, indirect and cyberbullying means. Identify when banter or other behaviour becomes unkind. Analyse ways to identify and manage uncomfortable feelings online/offline. Explore the impact and consequences of bullying

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Skills (children will be able to) Identify things that can affects someone's physical/mental health. Explain what constitutes a healthy diet and the risks associated with not having one. Reflect on what may influence our choices to have a balanced lifestyle. Identify what good physical health means and how to seek help if they are worried about their health. Recognise habits that can have both positive/negative effects on a healthy lifestyle. Understand routines/strategies that support good quality sleep; the effects of lack of sleep. Identify strategies and behaviours that support mental health. Identify the everyday routines that improve dental health. Identify the everyday routines/habits that can limit the spread of infection. Understand the wider importance of personal hygiene and how to maintain it. Explain how to keep safe from sun damage and reduce the risk of skin cancer. Identify the benefits of the internet and strategies for managing/balancing time online/offline.	Recognise their individuality and identify their personal qualities. Understand that their views and opinions come from their different backgrounds and experiences. Model how to discuss or debate respectfully Explain the importance of having respect and compassion for self and others. Recognise how stereotypes are perpetuated and have some strategies to challenge positively. Identify different types of discrimination and recognise the impact they can have. Understand that there are laws about discrimination so that we can live in a fair society Respect and if necessary constructively challenge, their points of view Key Vocabulary equality, lifestyle, laws, stereotypes, discrimination, prejudice, trolling, harassment, self respect, anonymous	Explain that feelings can change over time and range in intensity. Understand that feelings can impact our mental and physical health. Recognise the importance of taking care of mental health and wellbeing. Identify strategies that they could use to respond to feelings, including conflicting feelings. Record strategies and behaviours that support mental health and wellbeing. Explain how to seek support for themselves and others. Discuss the signs that someone may be struggling with their mental health. Key Vocabulary Compassion, empathy, positivity, gratitude, mental health, wellbeing, strategies, conflict	Reflect on what the qualities of a good friendship/relationship are and are not. Identify and apply strategies that support healthy friendships. Use strategies to manage peer influence and the need for peer approval. Explore what a loving caring relationship means. Understand what marriage and civil partnership means. Understand that forced marriage is a crime. Use strategies to positively resolve disputes and reconcile differences in friendships. Explain when and how to seek advice if family, friendship or relationships make them unhappy through a range of options. Key Vocabulary consent, appropriate and inappropriate contact, acceptable, unacceptable, confidential	responsibilities, providing examples. Explain the importance of protecting the environment and set personal everyday actions Recognise how we can support others within a community. Identify diversity within a community and explore how we can celebrate this. Recognise the importance of having compassion towards others and explain how to show care and concern. Key Vocabulary constructive challenge, conflict, personal behaviour, debate, topical , laws, protection, respect, rights, responsibilities, environment	and discrimination, identifying positive ways to challenge it. Identify positive strategies that may help to resolve disputes in friendships. Describe some barriers to accessing support. Recognise the importance of seeking support if feeling lonely, excluded or unsafe Key Vocabulary Influence, trustworthy, abuse, violence, problems, Peer pressure, manipulated, altered, discrimination, fake, restrictions, regulations, compliance, commercial purpose, misinformation
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	Key Vocabulary lifestyle, sleep hygiene, mental health, sun exposure, heat stroke, disease prevention, vaccination, immunisation, bacteria, virus, skin cancer					
Cycle A	Drug Education UKS2	Being Me LKS2	Changes UKS2	Growing up UKS2 Yr 6 yearly	Money matters UKS2	Being Safe LKS2
Precise Knowledge	Knowledge and Understanding (children will know) That habits can have both positive and negative effects on a healthy lifestyle. How to respond in an emergency situation. The risks/effects of legal drugs common to everyday life. That there are laws surrounding the use of legal drugs. Why people choose to use or not use drugs. The mixed messages in the media. The people they can talk to if they have concerns. Strategies to manage peer influence and the desire for peer approval. Skills (children will be able to) Understand that there are rules and laws surrounding the use of medicines, drugs and household products. Reflect on the risks/effects that legal drugs common to everyday life can have on health.	Knowledge and Understanding (children will know) The different groups that make up their community. The different contributions that people/groups make to the community. What diversity means; the benefits of living in a diverse community; and how we value diversity within our communities. Behaviours/actions which discriminate against others and ways of responding to it if witnessed/experienced. Positive things about themselves/achievements and can set goals. What contributes to who we are. That our own behaviour can affect other people. What respect is The differences and similarities between people. Skills (children will be able to) Identify a range of factors that what contributes to our identity.	Knowledge and Understanding (children will know) That feelings can change over time, and range in intensity. The everyday things that affect feelings, and the importance of expressing how we feel. A varied vocabulary when talking about feelings. The signs when someone may be struggling and how to seek support. That change and loss can affect feelings, thoughts and behaviours. Strategies for dealing with emotions, challenges and change. Strategies to manage transitions between classes and key stages. Skills (children will be able to) Explore that loss, bereavement and change are part of the human life cycle. Understand that change and loss, including death, can create feelings and behaviours that are	Knowledge and Understanding (children will know) Their individuality and personal qualities. Personal strengths, skills, achievements and interests. The external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. The physical and emotional changes that happen when approaching/ during puberty. The importance of keeping clean and how to maintain personal hygiene. The human life cycle. Where to get advice. The responsibilities growing up brings. That people may be attracted to someone emotionally, romantically and sexually. What seeking and giving permission (consent) means. Where to get advice or report concerns if worried.	Knowledge and Understanding (children will know) Different ways to keep track of money. The risks associated with money and ways of keeping money safe. The risks involved in gambling activities. The ways that money can impact on people's emotions. The positive things about themselves and can set goals. There is a broad range of different jobs/careers. What is meant by stereotypes. That there are many factors which may influence a person's job or career choice. Some of the skills that will help them in their future careers. The kind of job that they might like to do when they are older. A variety of routes into careers. Skills (children will be able to)	Knowledge and Understanding (children will know) Strategies for balancing time online/offline. Reasons for following age regulations and restrictions. How to predict, assess and manage risk in different situations. What they can do reduce risks and keep safe. Strategies for keeping safe in the local environment. Strategies for keeping safe online. Basic techniques for dealing with common injuries. How to respond in an emergency situation. Privacy and personal boundaries. On-line risks. Acceptable/unacceptable physical contact. About seeking and giving permission How to recognise pressure from others. Ways in which the internet and social media can be used both positively/negatively. Skills (children will be able to)

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Describe some ways in which alcohol, tobacco and other substances can affect the body/decision making. Explain why some substances are harmful for growing bodies. Analyse mixed messages in the media relating and recognise how they might influence opinions/behaviour. Identify a range of strategies to better manage situations involving peer influence/approval. Research reliable sources of information/support for children/adults affected by their own or someone else's drug use. Key Vocabulary misuse, legal and illegal drugs, complying, law	Express their talents and strengths with confidence. Set goals for how they would like to develop them. Explain ways in which they respect and value other people's differences. Respect the differences and similarities between people. Reflect on how discrimination and our own behaviour can affect others. Explain some of the benefits of communities. Reflect on diversity and what it means. Understand the benefits of living in a diverse community and how we value diversity within our communities. Explore how shared events and experiences can create a stronger community. Key Vocabulary Identity, equality, discrimination, lifestyle, diversity, trolling, harassment, selfrespect, constructive challenge, conflict, personal behaviour, debate, topical	not the same for everyone. Recognise that internal conflicting emotions can be normal when dealing with loss and change. Describe a range of emotions and intensities associated with loss and change. Identify problem solving strategies to manage transitions between classes and key stages. Identify strategies to respond to feelings, including intense or conflicting feelings. Recognise the signs when someone may be struggling and understand how to seek support. Explore some barriers to asking for help and some ways to address them. Identify who to talk to and where to go for help. Key Vocabulary Emotions, conflict, transitions, daunting, bereavement, change, human life cycle. expression	Ways in which social media can be used positively and negatively. How images on social media can be manipulated. Skills (children will be able to) Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction. Explain how babies are conceived, born and cared for. Identify the physical and emotional changes that happen when approaching/during puberty. Know some key facts about menstruation. Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing. Reflect on the responsibilities of being a parent or carer and how having a baby changes someone's life. Identify and value personal strengths, skills, achievements and interests. Understand what consent means and how to seek and give/not give permission in different situations.	Explain what a bank account is and how this is linked to payment. Understand the risks associated with money and ways of keeping money safe. Identify the risks involved in gambling activities. Explain some ways to get help if they are concerned about gambling or other financial risks. Reflect on the role that money plays in people's lives, attitudes towards it and what influences decisions about spending and saving. Identify the impact that having or not having money can have on a person's wellbeing. Explain some ways that money is/can be distributed to benefit the community. Identify how skills can help them with their future career. Identify jobs that they might like to do in the future. Discuss their views on how or why someone may or may not choose a certain career. Recognise a variety of routes into careers.	Explain basic strategies to help keep themselves safe online e.g. passwords, using trusted sites, identifying misinformation, sharing information, who to trust, how to report. Identify situations where age restrictions apply. Identify and assess risk online/offline. (Including in the home and when playing out). Discuss ways to reduce risks at home and in the local environment in order to stay safe. Explain what first aid is and demonstrate basic techniques for dealing with common injuries such as asthma attacks and bites/stings. Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency. Key Vocabulary Confidentiality, online risks, support, appropriate, permission consent, peer pressure, emergency
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				Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations. Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable. Identify who to ask for help Key Vocabulary transition, committed relationship, conception, sexual intercourse, consent, intimate relationship, contraception, reproduction, puberty, external genitalia, internal reproductive system	Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations. Key Vocabulary 'value for money', critical consumer, emotions, health and wellbeing, fraud, debt and gambling financial risk, impact, saving	
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